Англійская мова

Вучэбны дапаможнік для 9 класа
ўстаноў агульнай сярэдняй адукацыі
з беларускай мовай навучання

Дапушчана
Міністэрствам адукацыі
Рэспублікі Беларусь

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Contents

UNIT 1

FAMILY

Lesson 1. I love my family

1. Look at the four pictures. Which one do you think shows a typical family in your country? Explain why.



2. Think of a perfect family. Choose five things from the list which you associate with a perfect family. Compare your list with other students'.

Friendship, big, united, love, happy, spend a lot of time together, comfort, respect, care, home, understanding, pleasure, support.

3a. Work in pairs. Interview your classmate. Use the questions below.

- Why do you like your family?
- How big is your family? How many people are there in your family altogether?
- Have you got any brothers or sisters? If so, how old are they?
- Do you get along well with your family? With whom do you get along best?

- Do you sometimes quarrel (сварыцца) with your family?
- What's the best thing about your mum? your dad? your siblings (sisters and brothers)? your grandparents?
- What do you and your family like doing together?
- What is the best memory (успамін) you have of your family doing something together?

3b. Report to the class what new facts you have learnt about your partner's family.

> **Help box.** I've learnt that... I was surprised that...
> It was interesting to learn that...

4a. Read what students wrote about their families in a teenage magazine. Are they all happy?

Alice (14)
I love being with my family. My parents are my real friends and they certainly mean a lot to me. They always help me in difficult situations. It's fun to spend time together. My family is very important to me. I think it's nice to have someone you can **rely on** and share all your experiences with.

Brian (13)
I'm lucky to have such a wonderful family. We spend a lot of time together, we play together, and we watch TV together. We are **a close-knit** [ˌkləʊsˈnɪt] **family** and we would do anything for each other. After all, without a family you have nothing – that's my opinion.

Liz (15)
We are in the same class at school and we have the same friends. Well... we aren't exactly the same – she's taller and thinner than me. And we also have different characters. If you have a twin you are never lonely – there's always someone to talk to, someone who will come to you if you need **a shoulder** [ˈʃəʊldə] **to cry on.**

Andy (14)
Most people think that a perfect family is the one with many children and I absolutely agree. I'm the youngest of five chil-

dren. It's great to feel that there are so many people who can help you sort out your problems. Besides, I think that people who have a strong family behind them feel more **secure** [sɪˈkjʊə] and **confident** and can **deal with** life better.

Alex (15)
Though we are only two – my mum and me, I'm lucky to have such a close-knit family that sticks together. Of course you need your family's **support** to rely on. We really **get on well** with each other, spend a lot of time together which is fun.

4b. Read the text again and match the words in bold with their translations:

згуртаваная сям'я, ладзіць (жыць у згодзе), разлічваць на, паскардзіцца, спраўляцца з чым-небудзь, абаронены, упэўнены.

5a. Why do you think they are all happy? What do the teenagers have in common?

5b. Work in pairs. Read the article again and find out what you have in common and what the differences are between you and them.

6. Fill in the missing words from ex. 4a and answer the questions.

Do you think you have a (1) … family? Do you get (2) … with your family? Who's the easiest to (3) … with in your family? Can you (4) … on your family members? Do you agree that a friendly family can make you more (5) … and (6) … ? Why? Are you always ready to (7) … your family if someone needs a (8) … to cry on?

7. Write about your family for the magazine. Use the questions from ex. 3a and ex. 6.

Lesson 2. She's really beautiful!

1a. Look at the pictures. Who's got freckles, a pony-tail, straight hair, curly hair, wavy hair, glasses, blonde hair?

Model: The girl in picture A has got …

A 

B 

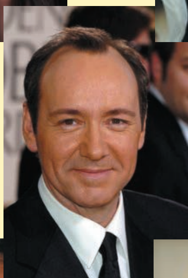
C 

D 

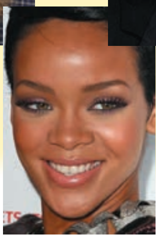
E 

F 

G 

H 

I 

J 

K 

1b. **Listen to the descriptions and guess which pictures are described.**

she's in her early thirties – in her mid-thirties – in her late thirties

2a. **Read the descriptions and match them to the *other* pictures. Guess the meaning of the words in bold.**

1. This person is a young adult with long straight brown hair and **hazel eyes.** She's got full lips and a **wide forehead** [ˈfɔːrɪd].

2. This person is in his mid-fifties. He's got an oval face and he's **going bald**.
3. This person is in his mid-teens with **spiky hair**. He's got an oval face, thick eyebrows and full lips.
4. This person is old with brown eyes and a **moustache** [məˈstɑːʃ]. He's wearing an old-fashioned hat.
5. This is a middle-aged gentleman who's wearing checked clothes and glasses. He's got a long **beard** [bɪəd] and a moustache.
6. This is a young lady with **long eyelashes** [ˈaɪlæʃɪz] and blonde hair with flowers in. She's got a small nose, long face and has a lot of **make-up** on.

2b. Describe the two people in the photos who haven't been described.

2c. Do you know any people who

– have got hazel eyes, a wide forehead, spiky hair, a moustache, a beard, long eyelashes?
– wear make-up?
– are going bald?

Are there people like that in your family?

3. Play a game. Write a description of a well-known person. Let your classmates guess who the person is.

4. Describe your family members.

Lesson 3. Who's the breadwinner in your family?

1. Look at the picture and guess who



is **sentimental**, is **charming** and attractive, is interested in fashion, is very rich, is crazy about studies, is **full of beans**, is crazy about shopping, is the **breadwinner** in the family, has a lot of interests, likes jogging, has no children, works from home, is **strict**, likes surfing the Net.

to be the breadwinner = to earn money
to be full of beans = to be very energetic

2. Now listen to Ted describing the photo of his family and check your predictions. Guess who is missing in the photo.

3. Listen again and fill in the missing words.

My name's Ted. I come (1) ... New Zealand. I'm 15 and I'm a student. You can see me (2) ... the photo. I'm the youngest of the two children. And this is my family. My mum Susanne. She's in her (3) ... thirties. She's tall and has fair hair. She works from home but that doesn't mean you will always find her there. She's very energetic, talkative and ... crazy (4) ... shopping.

This is my dad, Tom. He's in his (5) ... forties. He's a businessman. Five years ago he set up a building company here in Wellington. He's also a very energetic man, (6) ... of beans. I think he's the breadwinner in our family. I don't think he's got any special hobbies but he enjoys reading books (7) ... history. He's athletic and likes to play rugby.

Then this is my elder sister Lucy. She's nineteen and she's a medical student (8) ... Wellington University. She's (9) ... about her studies and spends most time reading books. She's really friendly and understanding. She's just as charming and attractive as our mum. She's got wonderful expressive eyes and a winning smile. She likes expensive things and can't (10) ... boring people. And, you know, I sometimes think she talks too much.

This is my grandad John. My father and I take (11) ... him. He's really kind. Something interesting about him is that he's got a lot (12) ... interests. He likes reading, travelling (every summer he takes us to a few picturesque places), doing yoga, jogging and ... can you imagine – surfing the Net.

I've also got a granny, Mary (13) ... name. I think she's in her (14) ... sixties. She used to be a college teacher but she is retired now. Though she looks a bit strict she's really kind-hearted and soft. Sometimes I think she's too sentimental, especially when at family occasions she tells us how she was bringing (15) ... her children with love and care. She likes gardening and spends a lot of time growing vegetables and flowers.

And finally, this is my cousin Alice. She isn't married and she has no children. She's (16) ... her mid-twenties and she's a successful TV presenter. She's very rich, I think. She's interested (17) ... fashion and cars.

4. Are these statements true or false about Ted's family?

1. Ted takes after his dad and grandad. 2. His mum is in her mid-forties. 3. Ted's sister is the breadwinner in the family. 4. His elder sister is crazy about shopping. 5. His dad is crazy about playing rugby. 6. His granny is very kind-hearted and soft. 7. His granny works from home. 8. His grandad is interested in surfing the Net. 9. His cousin is married with two children.10. Mary used to be a teacher and she's retired now.

5a. Make a list of words Ted used to speak about his family members and fill in the chart (appearance, personality, interests and hobbies).

Mum	energetic, ...
Dad	breadwinner, ...
Lucy	friendly, ...
Granny	sentimental, ...
Grandad	kind, ...

5b. Play a game. Talk about each person in Ted's family. Let your classmates guess.

6a. Make a list of words and phrases from the chart you would use to speak about your family.

6b. **Work in groups of 3–4. Speak about one person from your family. Find the most interesting description in the group.**

7. **Make a family tree. Describe your family members. Speak about their appearance, personality, interests and hobbies. Use the vocabulary of the lesson.**

Lesson 4. A weekend together

1. **Answer the questions.**

1. Do you spend much time with your family? 2. How much time do you think fathers/mothers in Belarus spend with their children? 3. How much time do you think parents should spend with their children? 4. Do you often spend weekends with your family? 5. What do you usually do together? 6. Is it easy to decide what to do together? 7. How do you usually spend weekends with your family?

2a. **Conduct a survey. Ask your classmates the following questions.**

1. Do you think you will spend your next weekend indoors or outdoors? 2. Are you going to have a meal out with your parents at the weekend? 3. Where do you think you will spend your next weekend? 4. Are you going to the country next Sunday? 5. Are you having a family party at the weekend? 6. Do you think you will help your parents around the house at the weekend?

Grammar revision

Expressing future actions

- **What does each of the sentences (1–3) mean (A–C)?**

1. One person **will spend** the weekend in the country (as usual).

2. Three people **are meeting** their friends.

3. Most of them **are going** to spend the weekend at home.

A. The speaker or the person spoken about has *a pre-arranged, planned action for the near future*.
B. The speaker or the person spoken about *intends (має намір) to do something in the future*.
C. The speaker or the person spoken about *is sure the action will happen*, *or thinks it is possible*.

- **Answer the grammar questions and read the rule to see if you are right (see page 267).**

3. Report your findings. Use the necessary tense forms.

Help box
One person ... Three people ... Most of them ... Few people ... A few of my classmates ... None of them ...

4a. Read Jane's dialogue with her dad about the weekend and fill in the missing words. Then listen and check. Explain the use of the tenses.

are you going, will like, will help, am going to have, will want (2), are we going, will eat out, is coming, will take, 'll think

Dad: Have you heard the news? Have you heard that your granny (1) ... on Friday?
Jane: Oh, that's great. What (2) ... to do then? Any special plans?
Dad: Probably we (3) ... on Friday.
Jane: That's a good idea! And what about Saturday? Do you remember I (4) ... a party in the evening with my friends?
Dad: Are you? OK, then you (5) ... her shopping in the morning. I'm sure she (6) ... it. She's crazy about shopping! And in the evening I expect she (7) ... to go to the theatre with Aunt Emily.
Jane: (8) ... to invite any relatives for dinner, dad? I think they (9) ... to meet Granny. They haven't seen her for ages.

Dad: Well, probably, I' (10) … about it. Thank you. And what about Sunday? Have you got any ideas?
Jane: Let's ask mum.
Dad: Fine. I hope she (11) … .

for ages = for a long time

4b. Role play the dialogue.

5. Imagine your relative (aunt, uncle, granny, etc.) is going to stay with you at the weekend. Work in pairs; discuss your plans for the coming weekend.

Help box. go to the cinema (theatre, museum, etc.), visit friends (relatives, etc.), go shopping (sightseeing, for a walk, etc.), have fun (a party, a talk, etc.)

6. Write how you are going to spend the coming weekend with your family.

Help box. We are going to …, besides we are planning to …
I hope we will also …
Maybe we will … We'll probably …
If the weather is …, we'll …

Lesson 5. Families of the future

1. Work in pairs. Look at the pictures. Which one do you think shows a typical family of the future?



2a. A hundred years ago a typical family was very big and consisted of two or even three generations living under one roof. Very often a family had more than ten children. People had a lot of cousins, aunts and uncles. Do you know much about those times? What do you know about the families of your grandparents and great grandparents?

2b. Families are changing. Today the family is different. What do you think the family of the future will be like?

3a. Here are some ideas of what future families will look like. Which of them do you agree with? Compare your list with your partner's.

1. Young people will get lazier and lazier and finally will stop helping their parents because they will use more and more gadgets [ˈgædʒɪts] at home.
2. Not many children will have siblings and there will be more families with an only child.
3. Because of the computer many teenagers will live in isolation from other people and that's why they will get more selfish.
4. There will be more single-parent families.
5. Teenagers will communicate with their parents only through the Internet.
6. Houses will get more and more expensive and that's why several generations will live together in one house.
7. Most children will live with their great-grandparents because people will live longer.
8. Families will spend more time together.

3b. Work in groups. Add your own ideas. Compare your ideas with the rest of the class.

4a. The Browns live in 2112. They have decided to spend their holidays together. Here's a short description of the family. Look through the description and make a prediction how they will spend their holidays.

<u>The Brown family</u>

Tom – interested in sports, fit, brave, risk-taking, friendly, an excellent student.

Mr Brown – a bit old-fashioned, serious, athletic, handsome, never feels tired, likes good food.

Mrs Brown – talkative, good-looking, hardworking, practical, afraid of spiders, good at cooking, likes watching soap operas.

Younger sister – smart, crazy about clothes, likes to be suntanned, a bit lazy, has many friends, adores surprises, independent.

Elder sister – confident, lovely, sporty, energetic, full of beans, likes going out with friends, is interested in fashion.

I expect = I think, I hope

Useful phrases

I think they will... because...
Maybe they will...
They will probably...
I expect they will...
I'm sure they will...

Ideas

Go camping in the mountains on Jupiter, go fishing, have a picnic on Mars, go to the theatre, visit friends, invite relatives round to their house, play sports, see the sights of the capital city, eat-sleep-and-do-nothing, travel to the Moon, spend time in front of computers.

4b. **Now listen to the text and check your predictions. Say if the text corresponds to the idea of a future family.**

5. **Write how in your opinion families of the future will spend their holidays.**

Lesson 6. A close-knit family

1. **Do you get along with your parents? Is it easy to be a close-knit family?**

2a. **Work in groups. Choose five things you should do or shouldn't do to have a good family life. Compare your ideas with your partner's.**

Model: I think people respect each other in a happy family.

respect each other, get along with each other, work through / sort out problems, offend (крыўдзіць) smb, blame smb for, compromise, treat smb with respect, agree with smb, disagree about smth, avoid conflicts / being rude, communicate, support each other

2b. Read what psychologists write about family life and say who:

1) advises you to compromise,
2) thinks everything depends on you,
3) doesn't want you to offend your relatives,
4) advises you to do things together,
5) recommends you respect each other.

A. Tom Edmonts (University of Calgary)

Family life can be difficult at times. You can't choose your family, yet they're with you for life so it's important to find a way to work through your problems. Whether you're having a difficult time sorting out family problems, or perhaps you're just not getting on well with your brother, sister or parents, there are things you can do to improve the situation. You need to think about what you do or say. In family gatherings, you need to be on your best behaviour so that you do not offend family members.

B. Ann Carrol (University of British Columbia)

Respect your parents. Do this not just by giving them respect, but by listening to what they say and doing your best to make them happy. Realise that you may be able to choose your friends, but you're born to your family. When you are talking or discussing a problem with a family member, you need to fully listen and understand what they are saying. Do not interrupt (перапыняць) them, do not blame the person directly for the conflict. Instead what you need to do is address the act or event that leads to the conflict. When talking, make sure you use a normal tone of voice and talk to them in a loving and respectful way.

C. Frank McKenzie (Australian National University)

Try to compromise whenever and wherever it's possible. When you see that the people who you love most are happy, you will have a feeling of great happiness. When dealing with family members you need to remember that you want to treat them the same way that you want to be treated[1]. Make sure that you do not offend family members. Always be polite! Use words and phrases such as *please*, *thank you*, *I am sorry*, *I was wrong*, *I love you*, *you're welcome*, etc.

D. Sara Green (University of Canberra)

You are not always going to agree with your family members, many times you and your family members are going to disagree about a variety of things. Make sure that you do not offend family members. Be careful when disagreeing with them. The best way to do that is always to be well-mannered. Always make eye contact when you are talking to them and avoid being rude and hard. And remember that no matter how old you are, you are still a child for them!

E. Alan Rogers (Alabama State University)

Communicate! Show interest in what life was like for them when they were growing up. Try to relate their experiences to your own. Also, show the same interest in what they are doing now. Does your parent work? If so, ask about their work. Take part in family activities, such as birthdays or visiting elderly relatives. Doing things together makes relationships stronger. Eat together. Modern-day life makes this virtually impossible to do, however, it really does change your family life greatly – for the better.

agree (v) – **dis**agree (v) – **dis**agree**ment** (n) – **dis**agree**able** (adj)

2c. Look through the tips and answer the questions.

1. Do you agree with the psychologists? 2. Which tips did you like most? 3. What information do you consider to be most useful for an average teenager in Belarus? 4. Will the tips be helpful for you? In what way?

---

[1] treat them the same way that you want to be treated – абыходзіцца з іншымі так, як хацеў бы, каб абыходзіліся з табой

3. Read what a person thinks about family problems. Fill in the missing words.

If you want to cope (1) … family problems follow my advice. It'll lead (2) … understanding and friendship in your relationships with your relatives. First of all, take an active part (3) … family occasions. Show that you're interested (4) … family matters. Secondly, listen to them carefully. That will help to work (5) … some misunderstandings and to get (6) … well with everybody. And finally, when disagreeing (7) … somebody never blame your nearest and dearest (8) … what they do or say because they always wish you the best. Do you agree with me?

4. Imagine your friend has some misunderstandings with his/ her parents. Give people some advice.

Ideas: his/ her mum thinks you are too rude; they're not happy that he/ she comes home late; his/ her parents don't like the way he/ she dresses; etc.

5. Make a list of the most important tips to have a happy family. Compare it with your partner's.

Lesson 7. Generation gap

1. Have you got a generation gap in your family? Do you think all families have it? Do you like to discuss your family problems with other people? With whom? Have you ever tried to write about your problems to a newspaper or a magazine?

> A **generation gap** is a popular term used to describe big differences between people of a younger generation and their elders, which leads to misunderstanding between them.

2a. Here are some letters which teenagers wrote to a newspaper column "Home Life". Read and say if they all feel that there is a generation gap in their families.

1. *Jane Hopkins, 14*, is a student. Her father is a businessman who works half of the year in the Netherlands.

– When he comes home, he starts criticising [ˈkrɪtɪsaɪzɪŋ] me. Why don't I eat pudding? Why can't I be quicker in the bathroom? Why can't I have a tidy bedroom? I say, advice is all very well, but not several times a day. I'm afraid one day it may lead to a conflict. The older I get, the more certain I become: I want to leave home as soon as I can.

2. *Alex George, 16*, is a school student. He is a member of a music band and plays the guitar. He does not get on well with his parents.

– They say I should do more to get a good education. But I want to be a musician. Dad wants me to join the army. Mum is always criticising my hair style and my clothes. Why do they criticise me so much? Why can't I have the freedom to dress as I like? I don't want to become a bank manager after all!

3. *Jill Stevenson, 15*, is a college student. She goes to church on most Sundays, but her parents do not trust her when she goes out with boys.

– Kids grow up much faster today. But my dad won't let me stay out longer than 11 o'clock on Saturdays. It's stupid. I'm nearly sixteen. He's still living in the past. I talk to him, try to find the way to sort out the problem. I want him to see I'm an adult.

4. *Linda Stuart, 16*, is a shop assistant in a big department store and spends every weekend playing sports. She likes going out, having her friends over and sports.

– I say all this talk about the generation gap is a lot of nonsense. The less we talk about it the better. It's bad to think about yourself too much. There have always been quarrels between parents and their children about when they should get home and what they should wear. But I can talk to my mum and dad about everything. And I get a lot of advice from my granny, too. I don't mind that. She's seen a lot of life. I say, if you take the right tone, you'll have no trouble with most parents. You can even get some teachers to eat out of your hand. You see, politeness is so rare now, it works wonders (творыць цуды).

5. *John Clarke, 15*, wants to leave school before taking his exams. He is tired of wearing school uniform with a silly little

school cap. Quite often he does not return to school after the midday dinner break and walks round town instead.

– Some teachers are not easy to deal with. They think I'm stupid and tell me so day after day. Mum and dad are always lecturing [ˈlektʃərɪŋ] me because of school. Kids like me haven't got a chance at school. We're just there to be shouted at. I want to get a job and then do evening classes.

2b. Look through the texts again and say

A. who

talks with parents about the problems, has problems at school, gets a lot of advice, thinks there is no such thing as a generation gap, tries to find a way out, wants to live alone;

B. whose parents

don't let him/her stay out late, are most critical, lecture their child, spend a lot of time abroad, complain about what clothes their son/daughter wears, let bring friends home.

3a. Work in groups. Make a list of the problems mentioned in ex. 2a. Compare it with other groups'.

3b. Listen to a phone call to the radio studio. Which letter does it answer? Do you agree with the reply? What would you like to add?

3c. Answer the questions.

1. Have you got similar problems? 2. Do you think the newspaper can help them find the way out? 3. How would you reply to the letters? 4. What practical advice would you give?

4. Choose a family problem from the lesson. Write an answer to help him / her sort out the problem.

Lesson 8. Stop criticising me!

1a. Look through the list below and rank the misunderstandings from 1 to 10, where 1 is the most serious and 10 is the least serious. Compare your list with your partner's and give reasons.

1. Parents shout at you.
2. Parents criticise you.

3. Parents don't let you go out.
4. Parents don't like your friends.
5. Parents don't notice you.
6. Parents don't like your clothes.
7. Parents aren't satisfied with your school results.
8. Parents aren't pleased with your behaviour.
9. Parents give you too little pocket money.
10. Parents punish you.

1b. Which misunderstandings do you face? Copy and fill in the chart.

often	sometimes	never

2a. To find the way to sort out their problems some teenagers look for the answers on the Internet. Here is how WikiHow suggests dealing with problems. Read and answer the questions below.

How to get your family to stop criticising you

Step 1 – Think. What are they criticising you for? Write down all the reasons.

Step 2 – Look through your list. Is there anything that you could change? If you try, there may be less criticism and even some information on how to change for the better.

Step 3 – Gather your family for a meeting. Tell them how you feel. Let them know that you want them to stop criticising you, and that you think you are doing your best.

Step 4 – Be confident in what you do. Keep your head high, and speak surely. This will give your family

the knowledge that you know what you are doing, and that you are responsible for your actions and mistakes.

Step 5 – Ask your family members for advice. This will make them feel important, solve any problem you have, make everyone happy, and create the atmosphere of happiness.

Step 6 – Be open. If you shut yourself into your room all the time, this will make your parents criticise you more.

2b. Answer the questions.

1. Do you agree with the suggestions? 2. Which step do you find the most useful? 3. Do you think they will work? 4. Would you like to add any ideas?

3a. Work in pairs. Choose a misunderstanding from ex. 1a. Work out steps how to deal with the problem.

3b. Compare your steps with your classmates. Do you think your ideas will work?

4. Work out your steps how to deal with a problem and write them down.

Lesson 9. Can a foster family become a real one?

1. How important are your parents to you? What kinds of problems can young people face if they don't have parents? Can a foster family become a real one?

2a. Listen to the text and say if John is lucky.

2b. Listen to the text again and say if the sentences are true or false. Can you correct those which are false?

1. John is a cheerful 17-year-old teenager who adores his family.

2. John's grandparents died in a car crash when he was in his early teens.
3. For John it was awfully difficult to live with his grandparents and look after them.
4. In his mid-teens John got into trouble with police, started taking drugs and missing school.
5. John was the first teenager who was fostered by the Smiths.
6. The Smiths helped John to understand that going to school, getting an education and leading a healthy lifestyle was important.



2c. Work in pairs. Describe John before and after he was fostered.

3a. Imagine you are John. You are invited to the radio programme "Family Life". Answer the questions.

1. How important are your foster parents to you? 2. What can lead to family problems? 3. Do you sometimes quarrel with your foster parents and other children?

3b. Here is how John answered these questions. Look through the answers and match them with the questions. Then listen and check.

a) Well... I'm sure that when you argue a lot it doesn't help to deal with misunderstandings and sort out day-to-day problems. The relationships are bad if you criticise each other all the time without trying to understand each other. It's very important to talk and communicate, for it will help to avoid conflicts and keep peace and friendship in our family.

b) When dealing with my family I try to compromise. We are real friends, they help me, and I'm really glad they helped me to make up (памірыцца) with my grandparents and now we get on well. No, we never quarrel now.

c) They've really done a lot for me. They help me to understand how to live my life, what's good and what's bad, how important it's to go to school. They are quite easy to deal with, we spend a lot of time together, communicate in a relaxed way

and it's fun to be with them. It's a real family because I've started to feel secure and confident.

3c. Work in groups and think of some other questions you would like to ask John.

4. Work in pairs. Use the questions to make a radio programme.

Lesson 10. Writing about your family



1. Do you like writing compositions? Are you good at writing? What's difficult about writing compositions?

2. Princess Diana said: "Family is the most important thing in the world". Do you agree with her?

3. Write a composition "My family is the most important thing in the world". Use 250 words.

a. Planning your composition.

- Brainstorm how to start and finish the composition.
- Think about who and what to write. Make notes about their appearance, character, interests, hobbies, favourite activities, achievements.
- Write what you usually do together, how you spend evenings, weekends, and holidays.
- Think what information can be interesting for the readers. What is special about your family?
- Organise your notes and ideas.
- Think what vocabulary you might use.

b. Checking your composition.

- Use the checklist to help you.
- Have you included all the necessary information?
- Have you checked the spelling and grammar?
- Is your composition interesting?
- Does it give a true picture of your family?

4. Write a composition about your future family.

UNIT 2

INTERPERSONAL RELATIONSHIPS

Lesson 1. Tell me more about your friend



1a. Work in pairs. Describe the people in the photos. Guess

- what the relationship between them is,
- how old they are,
- what they do,
- what they are doing,
- where they are,
- where they are from,
- what they are talking about.

Say what they are like, what they are wearing, if you like them.

Help box. I think… Maybe… In my opinion… They must be…

they must be… – напэўна яны…

1b. **Compare the guesses with your classmates'.**

2a. **Look through the text and say what makes Alex a good friend.**



a friend of mine = one of my friends

Alexandra is a friend of **mine**. We've been classmates since the first form. She's really charming and friendly. She's got green eyes, long eyelashes and straight blond hair. She's quite tall, a bit taller than I am. We get on well and I'm happy we can always rely on each other. I think Alex is easy to deal with and we have a lot in common: we're both interested in fashion, we're crazy about surfing the Net and we like good music. All my classmates adore Alex because she's kind, always ready to help and very sociable. She likes drama and hopes to work in theatre in the future.

Grammar focus

Absolute possessive pronouns

- **Guess the meaning of the pronouns in bold.**

Alexandra is a friend of **mine**. She's really attractive. She's got green eyes and long eyelashes. My eyelashes aren't as long as **hers**. But the best thing is her kindness. All my classmates know that **hers** is a heart of gold.

- **What's the difference between *her* and *hers*? Make a table of all personal, possessive and absolute possessive pronouns, eg. *I – my – mine, she – her – hers*.**

- **How many absolute possessive pronouns can you guess? Check on pages 267–268.**

2b. **Read the text again and fill in the chart in ex. 3b.**

3a. Listen to 4 people talking about their friends and match the speaker with the statement.

Speaker A   Speaker C
Speaker B   Speaker D

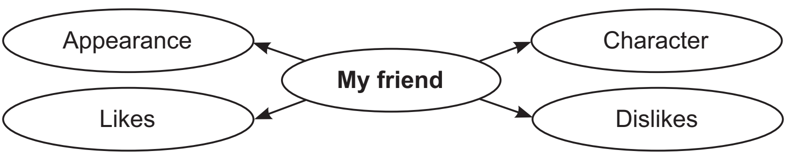
Whose friend
1) is crazy about shopping,
2) works long hours,
3) likes music,
4) is very clever,
5) is always on the phone,
6) will always lend a helping hand,
7) will never let the cat out of the bag,
8) is less sociable than his/ her friend.

3b. Listen again. Copy and fill in the chart.

	appearance	character	interests
Alex			
Liz			
Jeff			
George			
Natasha			

3c. Who could be your friend? Why? What do you like about him / her?

4a. Think about your friend and fill in the mind map.



4b. Tell your classmates about your friend. Let your classmates fill in the chart in ex. 3b.

5. Write about your friend.

Lesson 2. Friendship is ...

1a. Match the two parts of the proverbs.

1. When a friend asks	a. who have true friends.
2. Be slow in choosing a friend,	b. there's no tomorrow.
3. They are rich	c. open enemies (вороги).
4. A friend in need	d. is to be one.
5. False friends are worse than	e. is a friend indeed.
6. The way to have a friend	f. but slower in changing them.

1b. What do the proverbs have in common? Do you agree with them? Which one do you like best?

2a. Read what some teens wrote about friendship on an Internet forum. With whom do you agree? Why?



Brian, 14, York

Friends are fantastic – most of the time. They're there for us whenever we need them, and they share things with us, and let us share with them. Generally friends are easy to deal with. But on the other hand, friendship can be difficult because often people aren't as honest and open as they should be. Sometimes, people end up unhappy. I personally believe that responsibility is the best quality in friendship.

come up = appear



Andrew, 15, Edinburgh

Most problems with friendships come up because people are just too selfish to care about the things their friends need. They care about their own needs much more, which makes it hard for friendship to work. However, being selfish is a part of human nature. My own opinion is that people should take care of

themselves and their own needs, and only then take care of the needs of other people.

Mary, 16, Melbourne



The best thing to remember when you are a friend to anyone is that you need to treat your friends the same way that you'd like to be treated. This is wonderful advice for a person who wants to make friends. And I want to stress that it's really the only way to make sure that you are giving your friends everything you would want to get in friendship. I'm absolutely sure that whenever you have a question about how you should treat a friend, it is easy to find the answer simply by asking yourself what you would like your friend to do for you if he or she was in your shoes.

Sylvia, 14, Ottawa



There are misunderstandings that come up from time to time in each friendship, and it is important to understand how to deal with them so that you can build stronger and healthier relationships. What is more, moments when your friends get boyfriends or girlfriends and don't spend enough time with you, or even find new friends and leave you behind happen in each friendship and can be hard. That's why it's important to know how to deal with these changes so that you can keep your friends and make new ones.

2b. Find the opposite expressions in ex. 2a.

irresponsibility	to disappear
hard to deal with	understanding
to treat in a different way	unselfish (selfless)
to fall out (with friends)	to start smth
to ruin a relationship	

2c. Work in pairs. Interview your partner.

1. Is it easy for you to make friends? 2. Is it easy or difficult for you to end up friendship? 3. Do you think your friends are selfish? Are you selfish? 4. Do you treat your friends the same way you would like to be treated? 5. Do you sometimes have

misunderstandings with your friends? 6. Have you got any friends who are hard to deal with?

3a. Find Belarusian equivalents to the highlighted phrases in ex. 2a.

3b. Look through the text and find positive and negative expressions to speak about friendship. Fill in the missing words.

I'm **(1) …** sure that friendship is the most fascinating thing in the whole world. They are rich who have true friends. **(2) …** more, they give us so many moments of happiness and satisfaction; make our life full of joy and pleasure. **(3) …** why we should value friendship and treat our friends with respect and love. **(4) …**, friends sometimes fall out because of misunderstandings that appear from time to time. Besides, irresponsibility and selfishness can ruin the relationship between friends. My **(5) …** is that real friends are people who take care of each other and treat their friends the same way they would like to be treated. I **(6) …** believe that true friendship will save the world and make our life happier and more interesting.

selfish (adj) – selfish**ness** (n)

4. Imagine you want to share your opinion about friendship on the Internet forum. Write what friendship means to you. Use the vocabulary of the lesson.

Lesson 3. Hanging out

1a. How do you usually spend time with your friends?

1b. Look at the pictures. Which activities seem interesting to you? Why?



1c. **Work in pairs. Make a list of things you usually do with friends. Compare your list with other classmates'.**

2a. **What activities do British teenagers suggest taking up? Look through the newspaper article. Which of the activities would you choose?**

1. What about starting a *Book Club*? Do you love reading? Do you know people who **appreciate** reading?

Pick a book that you'll all read and then gather to discuss it. Fiction, non-fiction, fantasy or romance, it doesn't matter. Get together with friends every week or two and talk about books. Think how they touched your emotions, got you thinking or moved you to action.

2. Why don't we start a *Garden Club*? Are you **passionate** about your garden? Do you share gardening tips with friends and strangers?

Invite people to tour your garden and then visit theirs. Share gardening strategies, plant flowers, and spend time with like-minded people.

3. How about going to the cinema together? Do you hurry out to see the latest blockbuster as soon as it is released? Do you prefer watching movies in the comfort of your home?

You probably talk about the movies you've seen so why not start watching them with a group of friends? Going to the local theatre or watching the latest DVDs at someone's place can **bring** people **together**.

4. Let's start a *Hobby* or a *Craft Club*. Are you enthusiastic about a particular hobby? Do you find craft time relaxing or **worthwhile**?

Invite friends to share your passion for your hobby. You can take up different hobbies and develop new skills and interests by sharing with each other.

5. Start a *Business Club*. Do you own or want to start a business? Do you know other **trustworthy** people who are interested, and perhaps as ambitious as you are?

Team up with others to work on your own business strategies. Share resources, brainstorm ideas, and encourage each other to move forward with your business dreams.

6. Starting a *Game Club* can be a fantastic activity. Do you enjoy playing Monopoly? Playing games can be a great way to

have fun, relax, or change your everyday routine. The **chit-chat** while playing games deepens friendship and brings to light talents that were previously unknown.

7. Start a local *Tourist Club*. Are there historic buildings or sites in your local area? Are there tourist hot spots that you've never visited?

Bear in mind that very often the treasures around us go undiscovered. Invite friends to check out the local tourist attractions and discover something new about your homeland.

discovered (adj) – **un**discovered (adj)

known (adj) – **un**known (adj)

8. Start a *Walking* or a *Cycling Club*. Do you want to improve your physical health? Do you hate exercising alone? Gather friends to walk with you at lunch time. Find somebody to join you for a bike ride in the evening.

9. Start a *Give Back to the Community Club*. Do you have a favourite charity organisation? Do they always look for volunteers to help them with their activities?

Gather together and help those in need.

10. Start ...

2b. **Unfortunately, the 10th activity is missing. Guess what was there. Then listen and check if you were right.**

2c. **Work in two groups. Which activity do you like most/ least? Why? Rate the activities. Compare it with the other group.**

2d. **Choose the right synonym to the following phrases.**

to bear in mind

a) to remember b) to imagine

to appreciate

a) to like very much b) to dislike

to be passionate about

a) to be crazy about b) not to like

to bring people together

a) to separate people b) to unite people

worthwhile

a) valuable b) wrong

trustworthy people

a) people you can't trust b) people you can trust

a chit-chat

a) a quarrel b) a talk

3a. Tom decided to invite Sam to join a club. Read and match the sentences to form a dialogue. What club are the boys talking about? Would you like to join it?

team up = cooperate

1. I think yes. What about joining our local Tourist Club?

2. Well, you see, there are a lot of places around our town which are totally undiscovered. I've already teamed up with some trustworthy guys from our school. At the moment we are working out a plan for our next trip.

3. Hi! Could I speak to Sam, please?

4. We are gathering at Jason's at 3 on Saturday. We are going to brainstorm some ideas and get more information.

5. It's me, Tom. I'm calling to ask what you are going to do at the weekend. Have you got anything special on? Any special plans?

a. All right! I'll be there. And thanks for inviting me!

b. Sam speaking.

c. I think I'd like to try. I've always dreamt of visiting some places I've never been to. When and where do I start?

d. Well... Let me think... Nothing special. Why are you asking? Have you got any ideas?

e. A Tourist Club? Sounds interesting! What is a Tourist Club?

3b. Listen and check.

3c. Act out the dialogue.

3d. Imagine you are a member of a club. Phone your friend and invite him/ her to join it. Make up your own dialogues.

4. Write an article "Top Fun Ways of Spending Time with your Friends" for your school newspaper.

Lesson 4. Friends or acquaintances?

1a. How many friends have you got? Have you got any close friends?

1b. Work in pairs. Interview your partner.

1. What do friends mean to you? 2. What makes a friend a best friend? 3. What makes you a good friend? 4. Is it easy for you to make friends? 5. Are your friends and you easy to deal with? 6. Are you always ready to give your friend a helping hand? 7. Do you ever worry about losing your friends? 8. Do you think they are responsible? 9. How similar are you to your friends? 10. Do you think you have a special understanding with your friends? 11. Do you have any misunderstandings with your friends? 12. Can selfish people have friends? 13. What's the nicest thing you've ever done for your friends? 14. How often do you fall out with your friends?

1c. What interesting facts have you learnt about your partner?

I've learnt that... It was interesting to learn that...

2a. What's the difference between friends and acquaintances?

2b. Read the text and say if you were right. Ignore the missing words.

There is a difference between an acquaintance and a friend.

My (1) ... opinion is that an acquaintance is someone whose name you know, who you see every now and then, who you probably have something (2) ... common with and who you feel comfortable with. It's a person that you can invite to your home and share things with. But they are people who you don't share your life (3) ..., whose actions sometimes you don't understand because you don't know enough about them.

On the (4) … hand, a friend is someone you love. Not that you are "in love" with them, but you care about them and you think about them when they are not there. I personally (5) … that they are the people whose pictures you have and whose faces are in your head. Friends are the people you feel safe around because you know they care (6) … you. They call just to see how you are doing, because a friend doesn't need an excuse. They tell you the truth, and you do the same. You know that if you have a problem, they are there to listen. They are the people who stop you from making mistakes and help you when you do. I'm absolutely (7) … that they are the people whose hand you can hold, or you can give a hug or a kiss and not have it be silly because they understand the things you do and they love you for them. What is (8) …, they are with you. They watch you live and you watch them live and you learn from them. That's (9) … , your life is not the same without them.

2c. **Fill in the gaps. Then listen and check.**

3. **Have you changed your opinion about the number of your friends after reading the text? Have you got more friends or acquaintances?**

4a. **Complete the following definitions. Write four sentences about each.**

I think an acquaintance is… I think a friend is…

4b. **Read the text again and make a list of reasons why your friend is not just an acquaintance. Compare your list with your classmates'.**

5. **Competition! Read the text in ex. 2b to the best of your abilities.**

Lesson 5. A true friend

1. **What sort of person is your friend?**

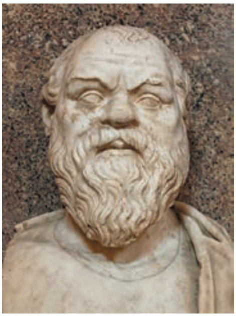
2a. **Interview your partner. Ask the following questions.**

1. Have you got a friend? 2. What does he/she look like? 3. What does he/she like? 4. What is he/she like? 5. Does he/

she often smile? 6. Is he/she usually happy? 7. Does he/she enjoy the company of other people? 8. Is he/she an optimist or a pessimist? 9. Can you rely on your friend? 10. Does he/she put off until tomorrow what they can do today?

2b. Change pairs. Tell your second partner about your first partner's friend.

3a. Read the story about Socrates [ˈsɒkrəˌtiːz] **and give it a title.**



In ancient Greece, Socrates was well known as a wise man. One day one fellow met the great philosopher and said, "Do you know what I've just heard about your friend?". "Hold on a minute," Socrates stopped him. "Before telling me anything I'd like you to have a little test. It's called the Triple Filter Test.". "Triple filter?". "That's right," Socrates continued. "Before you talk to me about my friend, it might be a good idea to take a moment and filter what you're going to say. That's why I call it the triple filter test. The first filter is Truth. Have you made absolutely sure that what you are about to tell me is true?" "No," the man said, "actually I just heard about it and…". "All right," said Socrates. "So you don't know if it's true or not. Now let's try the second filter, the filter of Goodness. Is what you are about to tell me about my friend something good?". "No, on the contrary…". "So," Socrates continued, "you want to tell me something bad about him, but you're not certain it's true. You may still pass the test though, because there's one filter left: the filter of Usefulness. Is what you want to tell me about my friend going to be useful to me?" "No, not really." "Well," concluded Socrates, "if what you want to tell me is neither true nor good nor even useful, why tell it to me at all?"

Lesson: always avoid talking behind the back about your nearest and dearest.

true (adj) – tru**th** (n)

useful (adj) – useful**ness** (n)

good (adj) – good**ness** (n)

3b. Answer the questions.

1. Do you think the triple filter test is useful? 2. Do you think Socrates was a true friend? Why? 3. Have you ever used the triple filter test? 4. Can you recall an occasion when you did it? 5. Will you use it in the future? 6. Do you agree with the lesson of the story?

3c. Roleplay the story. Student A is Socrates, Student B is One fellow.

Lesson 6. Good friends are like stars

1. Explain the following quotation.

Good friends are like stars... You don't always see them, but you know they are always there.

2a. Work in three groups. Group A – read text A, group B – read text B, group C – read text C. Make a list of ideas from the texts how to be a friend.

A. Be trustworthy. If they tell you a secret, keep it, never ever, ever, tell someone a secret your friend wanted you to keep. Don't let the cat out of the bag. A secret is a secret. Don't gossip (пляткарыць) about your friend, don't say anything that might turn into gossip (плётка), and don't do things that you know would upset them.

Care for your friends. If they're away from home, send them cards or e-mails to show that you care. If they're sick, call them and ask how they are doing. Best friends care for each other. Show them you appreciate them in your life. Write them notes to show that you care and are thankful to them, and ask about their lives.

B. Nobody likes a friend who just talks and talks, but never listens. If you're a chatterbox, it's OK if you're also a good listener. Whenever your best friend says something, listen carefully and say something. Don't just say "yeah" and move on. Don't constantly interrupt while they're talking to you. If they ask for advice, listen carefully and give them the best advice you can.

Spend time together. Hang out at weekends or plan activities together every now and then, do some homework together, and chat during breaks at school. You don't have to live in each others' pockets, but make sure you spend some quality time together with your friend to make the friendship grow and become stronger. Think about doing something together one day, like going shopping or something else. Share laughs. There is nothing like laughing and smiling to bring people together.

C. Be yourself. You are who you are, and your friend will accept that. Bear in mind that being fake could lead you to losing your friend. Trust each other. All you have to do really is make sure you can both trust each other with everything and you don't keep secrets. Being a friend means you talk about everything together and you have so much in common.

Be helpful. You also need to make sure that they know you are always there for them, whenever they need you and that they feel comfortable talking to you about any problems they have. Remember that everybody wants to feel secure and confident in friendship and sometimes needs a shoulder to cry on. Just come to help them when they need it… lending a helping hand to your friend really doesn't cost much.

2b. Find a partner from each of the other two groups. Compare the ideas.

2c. Rate the ideas in order of importance. Say why you think so. What ideas would you like to add?

3. Imagine you are a school psychologist and you have to make a speech to the students on how to be a good friend. Write it and act out.

Lesson 7. Friendship stories

1. What sentences are true about you?

1. I have many close friends.
2. I find it easy to make friends in the new environment [ɪnˈvaɪər(ə)nmənt].

3. I want some comfort and companionship in friendship.
4. I have many “light” friendships.

companion – companion**ship**

2. Read the announcement and answer the questions.

1. What is the announcement about? 2. Where was it printed? 3. For whom is it? 4. What are friendship stories? 5. What are the rules of the competition? 6. Would you like to take part in the competition?

COMPETITION!!!

***E**veryone has friendship stories – stories that explain what makes each friendship so special or what makes a group of friends have fun together. We want to share as many friendship stories as we possibly can in our school magazine.*

***T**hese friendship stories may be your personal experience or others' experience or it may be fiction. A friendship story must be encouraging. Friendship stories are told again and again to stress how important friendship is. We should always take care of our friends and never hurt them. These stories teach only one lesson that friends are those people whom you can rely on when you are in trouble.*

***T**he winner of the competition will get a prize and the best stories will be published in this magazine!!!*

3a. Listen to one of the stories from the magazine and say what sentences in ex.1 are true about Jill. Are they different from yours?

3b. Listen again and answer the questions.

1. Did Jill want to be popular?
2. Why was Jill nervous when time came to go to college?
3. Did she know anybody in her new environment?

4. Did her English History class change her life forever?
5. How did Jill's life change at college?
6. What was Jill's goal for the class? Was it different from other students'?
7. Did everybody want to be friends with Jill?
8. Did Jill marry her classmate?
9. What did she learn from the situation?
10. What did you learn from the story?

4. Pretend you are Jill and retell the story to your partner.

5. Take part in the competition and write a friendship story.

Lesson 8. Do you prefer to spend your time alone or with friends?

1a. Some people like spending most of their time alone. Others like to be with friends most of the time. Do you like to spend your time alone or with friends?

like + Ving – to like smth in general

like + to V – to think it's a good idea

1b. Work in two groups. Discuss which activities are better to do alone and which are better to do with friends. Why? Compare your ideas with the other group. Were your ideas identical?

2. Imagine you've been asked to write an essay for a school magazine. The topic of the essay is "Do you prefer spending your time alone or with friends?" What would you start with?

3a. Read the sample essay and put the paragraphs in the correct order.

(1) Secondly, hanging out with friends is just great. It's a perfect way to relax. Therefore, you feel great, which does a lot of good to your health. Besides, everyone wants to forget about work and studies for a while.

②Firstly, spending time with friends is a way to help each other to progress. When we are with our friends, we can share our experiences in life with them such as work, study, relationships with all the people surrounding us, etc. Also, we easily learn good things from our friends. On the other hand, if friends have problems, it is a good opportunity for us not only to point out the friends' mistakes, but also to help them to become better and sort the problems out.

③So, we can see that spending time with friends is both exciting and useful. It helps us not only to progress in life and have a wonderful time but also to share our feelings with everyone and be happy.

④Some people prefer spending most of their time alone; others like to be with friends most of the time. It is my opinion that the more time you spend with friends the better. Being with friends is electrifying. Spending time with friends is worthwhile for the following reasons: helping each other to progress in life, helping each other to relax, and sharing happiness or sadness with each other.

⑤Finally, spending time with friends is a chance to share happiness or sadness with each other. People's life can be both happy and sad at times. The more we share our happiness with our friends, the happier we are. For example, we can tell them about our success; together we can watch an exciting film, read a funny story or listen to our favourite music, etc. In contrast, when we feel low and need sympathy our friends will always be there to encourage us and help to overcome it.

3b. Answer the questions.

1. Does the writer prefer spending time with friends or alone?
2. What are the author's reasons for spending time with his friends?
3. How many paragraphs are there in the essay? Say in which paragraph the writer
   a. introduces his point of view,

b. gives the first reason,
c. gives the second reason,
d. gives the final reason,
e. sums up his ideas.

4. What makes the essay interesting?

3c. Write down the points the writer makes for spending time with friends. Do you agree with the writer? What points would you add?

4. Write your essay.

A. Work with a partner. First decide which topic below to choose. Use the phrases to help you.

- Why are friends important to you?
- False friends are worse than open enemies.
- What does it mean to be a good friend?
- The way to have a friend is to be one.

> **Help box.** What about...?
> I think this topic is better because...
> Let's choose... because...

B. Brainstorm how to introduce your point of view. Think of three (or more) reasons for your point of view.

C. Think how to explain the reasons in more detail.

D. Decide together what to write in the conclusion.

E. Write your essay.

Lesson 9. Love and friendship

1. Discuss the following statements.

Boys and girls can be friends.
Friendship can end in love and marriage.

2a. Look at the title of the story and guess what the story will be about.

2b. Read the first part of the story. What does the red apple symbolize?

The apple

On a cold day in 1942, inside a Nazi concentration camp, a lonely, young boy looks beyond the barbed wire (калючы дрот) and sees a young girl passing by. She also notices him. In an effort to give expression to her feelings, she throws a red apple over the fence – a sign of life, hope, and love. The young boy bends over, picks up the apple. An expression of joy touches his eyes, a ray of light appears in the darkness.

The following day, thinking he is crazy for even dreaming of seeing this young girl again, he looks out beyond the fence, hoping. On the other side of the barbed wire, the young girl looks forward to seeing again this tragic figure who moved her so much. She comes again with an apple in hand.

to look forward to Ving – чакаць з нецярпеннем

Despite cold winter winds and chilling air, the two hearts are warmed and the boy gets an apple again. The scene is repeated for several days. The two young spirits on opposite sides of the fence look forward to seeing each other, just for a moment and just to exchange a few words.

At the last of these momentary meetings, the young boy greets his sweet friend with a frown and says, "Tomorrow don't bring me an apple, I will not be here. They are sending me to another camp". The young boy walks away, too heartbroken to look back.

2c. Answer the questions.

1. When and where did the two young people meet?
2. Why did the girl throw an apple over the fence?
3. Why do you think the young people were looking forward to seeing each other?
4. Why was the boy unhappy one day?
5. What do you think will happen next?

3. Read the second part of the story and answer the questions below.

1. How is the continuation different from yours?

2. What happened in 1957/1996?
3. Why do you think their love could last for so long?

From that day forward, the sweet image of the girl would appear to him in moments of unhappiness. Her eyes, her words, her thoughtfulness, her red apple, all came in his dreams. His family died in the war. The life he had known disappeared, but this one memory was alive and gave him hope.

In 1957 in the United States, two adults, both immigrants, are on a blind date. "And where were you during the war?" the woman asks.

"I was in a concentration camp in Germany," the man answers.

"I remember I used to throw apples over the fence to a boy who was in a concentration camp," she says.

With a feeling of shock, the man says, "And did that boy say to you one day, 'Don't bring an apple anymore because I am being sent to another camp?'"

"Why, yes," she answers, "but how could you possibly know that?"

He looks into her eyes and says, "I was that young boy."

There is a long silence, and then he continues, "I was taken away from you then, and I don't ever want to be without you again. Will you marry me?"

They embrace [ɪmˈbreɪs] one another as she says, "Yes."

On Valentine's Day 1996, on national TV show, this same man affirmed (пацвердзіў) his never-ending love to his wife for forty years. "You fed me in the concentration camp," he said. "You fed me throughout all these years; now, I remain hungry if only for your love."



a blind date – a date with a person whom you have never met before

4a. **Make a summary of the text.**

4b. **Prove that it's a romantic story.**

5. **Do you know any similar stories?**

Lesson 10. Debate

1. **What do you know about debates? Would you like to conduct a debate in class?**



Debate is a game in which two opposing teams make speeches to support their arguments and disagree with those of the other team. Every debate has two sides, the affirmative side and the negative side. The affirmative side, "pro", supports a proposition. The opposing or negative side, "con", opposes the proposition.

2. **We are going to have a debate. Here are the propositions. Choose the one you would like to debate.**

Spending time with one's family is better than with friends.
Friends are more important than a family for a teenager.
One can live without friends.

3. **Prepare for debates.**

A. **Work in groups. Make a list of ideas for and against the proposition. Mix groups and compare the ideas.**

B. **Decide whether you are going to prepare a talk for or against the topic.**

C. **Prepare your speech. It must last for about a minute.**

Useful Tips

- be polite and courteous
- listen attentively

- be respectful and supportive of your peers
- avoid inappropriate noises
- speak only when it's your turn
- allow others to express their opinions; do not monopolise the debate
- use grammatically correct language
- speak clearly, slowly, and loud enough to be heard by the audience
- speak with passion and excitement
- list your reasons for your opinion. Use such phrases as *firstly*, *secondly*, *in addition*, *furthermore*, etc.

4. When the debate is over, vote on whether the arguments are more convincing for or against the proposition.

UNIT 3

HEALTHY LIFESTYLE

Lesson 1. The greatest wealth is health

1a. **Listen to the poem and repeat.**

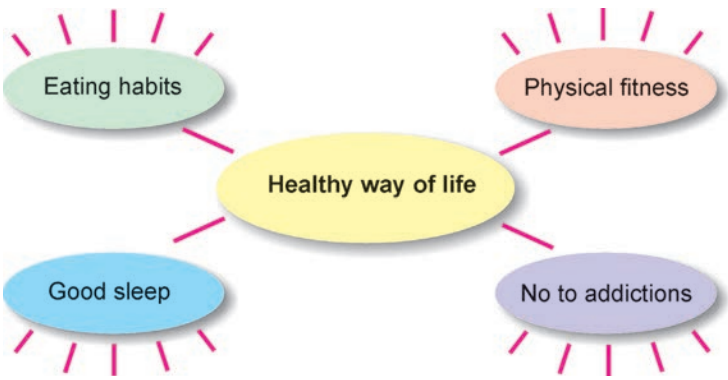
1b. Read the poem and make a list of things that help a person to be healthy.

The best six doctors anywhere
And no one can deny it
Are sunshine, water, rest, and air
Exercise and diet.
These six will gladly you attend
If only you are willing,
Your mind they'll ease,
Your will they'll mend
And charge you not a shilling.



Nursery rhyme quoted by Wayne Fields,
What the River Knows, 1990

2. Discuss with your partner what else influences a person's health and add to your list. Compare with another pair.



3. **Copy the mind map. Group the words from your list around the circles. Keep the mind map to add more words in the following lessons.**

4a. **Read the text and add more information to your mind map.**

Want to become a healthier person? It's all about making gradual changes. Following the tips in this article offers several benefits for you: lower risk of several diseases, and the chance to live a long and happy life.

- **Get lots of sleep**. To be healthy you'll need 8–10 hours of sleep every day. This keeps you awake and attentive, so you don't have to drink caffeine and sugar-loaded energy drinks.
- **Laugh and smile**! Smiling and laughing a lot, as it has been scientifically proved, keeps you healthier.
- **Do nothing** for a short while. Staying in a dark, quiet place without having any stressful thoughts for about ten minutes will help you relax and feel better. Just do this twice a day.
- **Eat more fruit and vegetables**. Fruit and vegetables are an important part of a healthy diet. Try to get at least 2–3 portions of fruit per day.
- **Drink water**! Good old H_2O is key in making you work throughout the day. Try drinking 250-gram glasses of water three times a day. It helps you re-energize and keep going. Not drinking enough fresh water leads to headaches and other problems. Do this, and you'll stay in good condition.
- **Get a little exercise every day**. This will not only make you feel better, and make you look better, but help you to get through the day.
- **Stretch**! It feels great! From when you wake up in the morning, to your gym class, this easy form of muscle exercise warms you up and makes you more flexible.
- **Run and jog**! This doesn't necessarily mean run five miles every morning, just for about 10 minutes twice a week will keep you in shape. Don't *ever* run for an hour and then suddenly stop and sit on the couch for another hour. It will hurt to walk the next day.

- **Challenge yourself**. If you have 10 push-ups[1] as your maximum, try going for 12! Little challenges like this keep your body nice and fit.
- **Do something you love**. Play with a pet, go swimming, ride a bike or go for a walk. If you had a bad day at school, doing things you love to do will keep you in a good mood and take out your anger. Not only is this fun, but it lets you be yourself for a while. Try it!
- **Feel good about yourself**! There is always going to be someone in the room who does at least one thing better than you, so don't compare yourself to other people! Find things you are good at, and use your talents!
- Positive emotions are healthy, prolong life and make living pleasant.

4b. Read the text again and find five tips which are most important to follow.

Model: I find laughing and smiling most important because it makes a person happier and more positive.

4c. Compare your list with your partner's and prove why you think your choice is correct.

5. Work in pairs. Which tips you follow (don't follow, would like to follow)? Compare your ideas. What do you have in common?

> **Help box.** We both... Neither of us...
>
> Nice – nicer – (the) nicest
> Big – bigger – (the) biggest
> Healthy – healthier – (the) healthiest
> Beautiful – more beautiful – (the) most beautiful
> Good – better – (the) best
> Bad – worse – (the) worst

6. Write what you do to live a long and happy life. Use the tips from ex. 4a.

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[1] push-up (*Am.*) – адцісканне (*на руках*)

Lesson 2. You are what you eat

1a. Look at the food guide pyramid and answer the questions. Compare your answers with your partner.



1. What do the colours of the pyramid show? 2. Why are some colour bands bigger than others? 3. Which colour band is the biggest? 4. Which colour band is the smallest? 5. Who can follow the food guide pyramid?

1b. Copy the table. Look at the pyramid and complete the second column of the table. Try to recollect as many words as possible and add them to each line.

Grains	breads, …	give us B-vitamins, …
Vegetables	carrots, …	give us vitamin A, …
Fruits	apples, …	give us vitamin C, …
Oils	olive oil, …	give us important fatty acids (кіслоты) …
Milk	cheese, …	give us calcium [ˈkælsɪəm]
Meat and beans	poultry, eggs, nuts, …	help build stronger muscles, …

2a. **Listen to the conversation with a food specialist and say which question wasn't asked.**

The food pyramid shows very little fat. Why?

What about fruit and vegetables?

How much bread should I eat every day?

Should we eat a lot of meat?

What about milk and milk products?

2b. **Listen to the conversation again and fill in the blanks.**

A: Eat a variety of foods. You need more than 40 different nutrients for good health, and no single food supplies them all. Your daily food meals should include bread and other **(1)** ...; fruits; vegetables; dairy products; and meat, **(2)** ... and **(3)** ... .

S: How much bread should I eat every day?

A: Eat at least **(4)** ... of whole grain bread and cereals, rice or pasta every day. Look for the word "whole" before the name of the grain as it is very important. Grains, breads and cereals give us **(5)** ... which help turn the food we eat into **(6)** ... that our bodies need to work, play and grow.

S: And what about fruit and vegetables?

A: Vegetables provide vitamin A which helps us have **(7)** ... and good eye-sight. Fruits give us **(8)** ... which helps our bodies heal and grow new cells. It is very important to eat at least 100–150 grams of fruit and the same **(9)** ... of vegetables. You may choose from **(10)** ... and frozen as well as dried fruits, all kinds of fruit and vegetables are good for you.

S: The food pyramid shows very little fat. Why?

A: Your body doesn't need **(8)** ... . Get most of your fat sources from fish, nuts and **(9)** ... . Eat **less** fats like **(10)** ..., margarine and lard (сала). Choose **(11)** ..., chicken or turkey. Bake it or grill it. It is **(12)** ... than frying. Add more fish, eggs, beans and nuts. Meat, fish, beans and nuts **(13)** ... protein (бялок) and iron (жалеза) which help build **stronger** muscles [ˈmʌs(ə)ls]. Iron carries oxygen to all parts of your

(14) ..., helps prevent infections, and also helps your body (15) ... to get you through a busy day.

S: And what about milk and milk products?

A: Milk products are very important. They provide calcium which helps build (16) ... bones and teeth. So, if you can have milk, yogurt and cheese every day, do it. But go for low-fat milk. It's better. Ice-cream is not very good for your health. The less ice-cream you eat (17) ... for you.

3c. Read the text and complete filling in the table (ex. 1b). In the third column write what all these products provide your body with.

4. Use the table to speak about the importance of a balanced healthy diet.

5. Make your own pyramid showing what you usually eat at home. Don't forget to include grains, vegetables, fruits, oils, milk, meat, beans. Compare both the pyramids and write about the difference. Use the sentences in the box.

> **Help box.** My diet is well balanced/unbalanced because... I should eat more... I should eat less... It is better to eat... It's healthy/unhealthy to eat...

6. Go back to your mind map (see Lesson 1) and add new words.

Lesson 3. Smart food, junk food

1a. Work in pairs and answer the questions.

1. Do you like fast food?
2. What do you prefer: a hamburger or fish burger with chips or homemade fried potatoes with meat or fish?
3. Is homemade food better than fast food?

1b. Say if your partner prefers smart (homemade) food or junk food.

2a. **Read the Internet forum and say who loves fast food and who thinks it is unhealthy.**

Josh: Help! I love hamburgers and chips with coke most of all. They are so tasty, so delicious and smell so nice! I think I could eat them every day for lunch and dinner. My mum doesn't understand me, she thinks they are not good for my health and never gives me any money to go to a fast food restaurant.

Nova: Your mum is right. If you eat fast food very often, you will easily become **overweight** [ˌəʊvəˈweɪt]. It happens because there are more calories [ˈkælərɪz] there than in traditional food. It simply kills appetite control systems.

Foxy: True! Fast food gives us twice as much energy and makes us eat more than we normally would. The body gets almost twice as many calories as you would if you ate the same weight of pasta and salad.

Josh: But fast food is quick, convenient, and it's not very expensive!

Nova: Fast food is usually high in fat, calories and cholesterol [kəˈlestərɒl]. Too much fast food can lead to health problems and first of all, heart diseases and you may become fat!

Josh: Don't frighten me. It can't be true.

Foxy: I read about a man who dined on fast food for just one month. The result was tens of kilos gained. Try if you wish but don't say later you haven't been warned.

2b. Read the text again and answer the questions.

1. What happens if you eat fast food very often? 2. What health problems does fast food lead to? 3. Why is fast food dangerous for your health?

3a. Read the article and find the most serious reasons why fast food may be dangerous.

Fast food can be a delicious silent killer

Our world is very fast. It's getting faster and faster. People don't have enough time for doing important things. This also includes cooking and eating food. Fast food is easy and convenient. It takes less time to get it and many people like its taste. But many people are **overweight** and don't understand why. The role of fast food in being overweight is very important. Food has a lot of **additives** if it is not home cooked. Foods like pastas, pizzas, burgers look nice and taste nice because of **artificial** [ˌɑːtɪˈfɪʃ(ə)l] **colours, flavourings** [ˈfleɪvərɪŋz] and **preservatives** [prɪˈzɜːvətɪvz].





However it is important to understand that though fast food looks so nice and tasty it may be dangerous for your health. Fast food, if eaten often, can lead to obesity [əʊˈbiːsətɪ] and other problems. A typical meal from a fast food restaurant, say a serving of fries and a cheeseburger, amount to about 1,000 calories. This is about half of the recommended dietary allowance.

Fast food is highly unhealthy and can never give the **nutrients** [ˈnjuːtrɪənt] and vitamins of a healthy home-cooked meal. Fast food is inexpensive because it is usually made with cheaper ingredients such as high fat meat, refined grains, and sugar and fats, instead of **nutritious** foods such as lean meats,

fresh fruits and vegetables. It doesn't provide any benefits to the body and the harm it causes to the health is numerous.

3b. Read the definitions of the following words and find their Belarusian equivalents.

nutrient – a substance in food that people need to live and grow
nutritious – containing substances people need to be healthy
artificial – something made to imitate a natural product
flavour – taste of food or drink in a mouth
flavouring – a substance (рэчыва) added to food or drink to give it a particular flavour
preservative – a substance used to prevent food or drink from being spoilt (сапсаваны)
overweight – heavier than one should be

3c. Choose a passage you find most important and read it aloud. Find more people in the class who share your point of view. Work together to find arguments why it is so important.

3d. Work in pairs. Role play a dialogue.
It's lunch time. Student A wants to have fast food. Student B is against it because it is unhealthy and suggests having lunch at home.

4. Write a letter to Josh explaining why it is very unhealthy to eat fast food.

Lesson 4. Feel fit

1. Look at the food pyramid on page 50 and answer the question: ***What do we need to do to have good health?***

2a. Read the text and answer the question: ***What is it necessary to do to be in good health and why?***

Health and fitness have now become a major concern. **Earlier** life was very hard and humans used to hunt in order to survive, and their body had a lot of physical exercise. They ate **less** and exercised **more**. Now people live **well, much better** and **more easily** than a long time ago. They don't have to be strong



to get their food and as a result they hardly do any of physical exercise which is necessary to keep the body fit and healthy. People don't choose their food **carefully** and **easily** get overweight. How do we ensure that we have all that we need to have a healthy life? This is a big question. We need proper nutrition and a fit and healthy body. Good health is all that most people dream of. Becoming healthier and fitter is not very difficult but needs a lot of work.



It is less difficult with food. People should choose what they eat **more carefully,** eat a well-balanced diet and eat **less** fast food. It is easy to become lazy about exercise even though simple fitness exercises can help to have a fitter and healthier life. It is possible to lose weight just doing regular exercise. So, by doing just two simple things – eating **properly** and exercising **regularly** – you can live **more happily** than before.



good (adj) – **well** (adv)   **bad** (adj) – **badly** (adv)

hard (adj/adv) – цяжкі, цяжка
hardly (adv) – як толькі, наўрад

Grammar focus

Degrees of comparison of adverbs

- **What part of speech are the words in bold? What question do they answer?**

People should choose their food **more carefully**. If they eat junk food, they get overweight much **easier**. Eating **properly** can help people live **most happily** for many years.

• **Which adverbs are in the positive, comparative or superlative degree? How are they formed? Read the rule (pp. 268–270) and check yourselves.**

2b. Read the text (ex. 2a) again and analyse the words in bold. What do they mean?

3a. Fill in the gaps with the correct form of an adverb.

1. I exercise regularly in summer but more … in winter. 2. She usually walks slowly but now she is walking even … . 3. Nina speaks loudly but Mary speaks even … . 4. He runs fast, … than other boys. 5. I don't sleep enough, (little) … than 8 hours. 6. He behaves badly, … than other boys. 7. I smile often, (much) … than my sister. 8. Peter lives far from school, but Ann lives … .

3b. Say which of these sentences are true about you.

4. Complete the quiz.

Regular physical activity (20 to 30 minutes a day, three or four times per week) is an important part of a healthy lifestyle. It helps prevent diseases and makes the quality of life better.

Make the first step in finding out just how fit you are!

The questions here will help you understand how much activity you perform regularly.

For each question below, give yourself a score. After completing all the questions, total your points and check your score to find out your current fitness level. Then, develop a plan to increase your activity and get fit for life!

1. In the past week, how many times did you exercise for at least 20 minutes? (i.e. walking, swimming, cycling, jogging, cross-country skiing, skating)

Give yourself 1 point for each time. *Points* ____

2. How many stretching or flexibility (гибкость) sessions have you participated in during the last week? (Each session should last five to ten minutes and should include all of your body's major muscle groups.)

Give yourself 1 point for each time. *Points* ____

3. Do you have a fitness goal of a certain number of days per week, miles per week, or minutes per week?

Yes, and I achieve my goal most weeks: 2 points

Yes, I'm working towards it: 1 point

No: 0 points *Points* ____

4. Do you usually climb stairs instead of using a lift or escalator when going up one or two floors?

Yes: 1 point

No: 0 points *Points* ____

5. On average, how many hours of television do you watch daily?

Less than 1 hour: 2 points

1 hour: 1 point

At least two hours: 0 points *Points* ____

6. How active are you after classes?

Very active; walking or moving a lot: 2 points

I take short walks: 1 point

Totally inactive (sit at desk): 0 points *Points* ____

7. Do you do any active work around the house like vacuum-cleaning or gardening?

Yes: 1 point

No: 0 points *Points* ____

8. How many strength training sessions have you participated in during the past week?

Give yourself 1 point for each. *Points* ____

9. Do you know your heart rate (пульс)? cholesterol level? blood pressure? ideal weight?

Give yourself 1 point for each "yes". Points ____

10. What kinds of foods did you eat for dinner last night?

Mostly fresh, low fat foods: 2 points

Combination of fresh and processed foods: 1 point

Fast food: 0 points *Points* ____

12. How do you usually get to school?

Walk / bicycle at least 1 mile: 2 points

Go by transport and walk: 1 point

Go by transport: 0 points *Points* ____

Your Total Point Score: ____

If you scored:

0–6 points: Your fitness level is below average. Your activity level is too low to offer any health benefits.

7–14 points: Your fitness level is about average. If most of your points came from daily activities, we encourage you to add more.

15–30 points: Congratulations! You are already living the “fitness lifestyle”. Consider adding different activities or varying your programme to keep interest and motivation. Check your activities to see if you have a good balance of aerobic activity, flexibility, and strength.

31–40 points: Your activity level indicates that you are probably training for a particular sport or competition. If you are feeling good, then continue enjoying your activities. But remember, your risk of injury (травма) increases a lot with extremely high activity levels. It is possible that you are overtraining, so listen to your body and cut back if needed.

5a. Do you think it is possible to improve your physical activity? Discuss with your partner what each of you can do and what can make it easier. If you find it difficult, read the following for ideas.

- Do something you enjoy and set realistic goals.
- Start off small and gradually increase your fitness levels.
- Change your exercises every 6–8 weeks.
- Ask friends and family for support.
- If you are new to exercise, aim to work out five days a week, at least 20 minutes a day.
- Don’t forget to plan your rest breaks.
- Make sure you get hot – this is the level you should be working towards to ensure maximum results.
- Tell as many people as you can about your goals and be dedicated.
- Make lifestyle changes which will help your programme, e.g. taking the stairs instead of the lift, getting off the bus a few stops earlier, walking instead of going by car.
- Keep your exercise fun – listen to your favourite music, work out with a friend, or turn it into a family activity.
- Do as much as you can – you know your body better than anyone else.

5b. Go back to the text and add more information to your mind map (see Lesson 1).

6. **Work out your personal fitness plan and write it down. Do you think it is easy or difficult to follow this plan?**

Lesson 5. No smoking, please

1. **Is smoking a healthy habit? Look at the cigarette and see what it is made of.**



2a. **Read the text, copy and complete the table of chemicals found in cigarettes.**

Chemicals found in cigarettes

Chemical [ˈkemɪk(ə)l]	Where it is usually found	What it causes
Hydrogen [ˈhaɪdrədʒən] Cyanide [ˈsaɪənaɪd]		
Nicotine [ˈnɪkəti:n]		
Acetone [ˈæsɪtəʊn]		
Formaldehyde [fɔ:ˈmældɪhaɪd]		

2b. Read the text again and find answers to the following questions.

1. How many chemicals does a cigarette contain? 2. How many children start smoking every day? 3. How often do people die from smoking? 4. How many people die from smoking every year? 5. Why do people who smoke look older than non-smokers?

No one in their right mind will have a cocktail made from rat **poison**, insecticide [ɪnˈsektɪsaɪd] and nail polish remover. Then why breathe it into your body? Do you know, cigarette smoke **contains** over 4000 **chemicals** including around 46 **carcinogens** [kɑːˈsɪnədʒənz], some of which are hydrogen cyanide (found in rat poison), nicotine (used in insecticide), acetone (found in nail polish remover), formaldehyde used to embalm (бальзамаваць) dead bodies and still more. All these chemicals are breathed into the body while smoking a cigarette.

One out of ten men in the world is a smoker and every 8 seconds someone dies because of this **habit**. According to the statistics, smoking kills around 5 million people a year.

Nicotine in tobacco gets to the brain through blood stream just 10 seconds after a person starts smoking.

Smoking influences different people in a different way. More than 40 **diseases** are associated with smoking; it increases the risk of cancer, bronchitis [brɒŋˈkaɪtɪs], heart diseases, etc. Nicotine decreases the oxygen carrying capacity (здольнасць) of blood. The immune system of an active smoker is so bad that they take more time to recover from any disease.

increase – павялічваць   **de**crease – памяншаць

Vitamin C is destroyed (разбураецца) by smoking. This is the reason why an active smoker usually looks older than their non-smoker friend. According to studies, an active smoker is likely to live fourteen years less than non-smokers.

Smoking not only affects active smokers, but also affects the so-called passive smokers as well. If somebody smokes in the room, children below 1 $^{1}/_{2}$ years of age can get bronchitis and pneumonia [njuːˈməʊnɪə].

It is never too late to start anything or stop anything. Deciding to stop smoking is deciding to choose a healthy way of life. The body can go back to its normal position after you say

goodbye to your very last cigarette. One year after people stop smoking, the heart diseases are decreased (змяншаюцца) by 20% . So, just say "I am never ever going to smoke away my life and health" and be happy!

2c. Look through the text again and make a list of problems people will have if they smoke. Compare your list with your partner's and discuss which of them you find most dangerous. Why?

3a. Read the text and answer: ***How can you prolong your life? How much can you prolong your life?***

American scientists have been examining 20,000 men and women for 10 years. Their findings are as follows:

1. 77 per cent of smokers die sooner than their peers. So, **the more** people smoke, **the sooner** they die.
2. 66 per cent of people who drink alcohol die young. So, **the sooner** you start drinking, **the sooner** you'll die.
3. People who eat fruit and vegetables at least 5 days a week prolong their life by 44 per cent. So, **the more fruit** and vegetables you eat, **the longer** you will live.
4. People who are physically fit prolong their life by 24 per cent. So, **the more** you exercise, **the better** for you.
5. All in all, the scientists calculated that those who exercise, eat fruit and vegetables and don't smoke or drink alcohol live 14 years longer than those who don't follow these rules. So, **the sooner** you understand them, **the better** and **healthier** your life will be.

3b. Read the text again and guess the meaning of ***the*** **…** ***the*** **… sentences.**

3c. Read the Grammar focus and check your guesses.

Grammar focus

the **comparative** (verb) + the **comparative** (verb)

The *comparative* (verb) + the *comparative* (verb) structure means that things change together or that one thing depends on another thing.

The more fruit and vegetables you eat, **the longer** you will live.

4. **Add more information to your mind map (see Lesson 1).**

5. **Go back to your list of problems (ex. 2c) and rewrite them using *the* ... *the* ... structure.**

Lesson 6. Addiction – when you just can't stop it

1. **Look at the title of the lesson, read the definition of the word 'addiction' and predict what we are going to speak about.**

Addiction – 1 a strong need that someone feels to regularly take an illegal or harmful drug (an addiction to nicotine). **2** a strong need or wish to spend as much time as possible doing a particular activity (computer addiction)

2a. **Listen to the telephone conversation and answer the questions.**

- Who is Jane talking to?
- What does Mary think the problem might be?



2b. **Look through the list of the signals of addiction and say which of them have been mentioned in the conversation. Listen to the conversation again and check.**

When someone:
1) uses drugs or alcohol to get away from problems or as a usual way to relax,
2) seems to 'drop out' of life among family and friends,
3) loses interest in something that used to be a big interest,

4) misses classes, or gets behind with work,
5) avoids friends, or hangs out with kids who use drugs,
6) sells their things or steals yours!
7) is very moody and behaves in ways which are unlike their usual behaviour,
8) gets upset or really depressed,
9) has problems with sleeping or getting out of bed,
10) is sick or shaky,
11) changes eating habits – maybe too much or not enough, or eats at 'different' times,
12) puts on weight or quickly loses weight.

2c. Do you think Jane made the right decision to phone Teenage Helpline? Why?

3a. Read the e-mails Jane and Mary were exchanging. Answer the questions: *What can be addictive? What is physical addiction? What is psychological addiction?*

1. Mary, I am afraid what you said might be true. What shall I do?
2. Jane, you cannot really help someone who has an addiction. That person has to help himself. All you can do is show that you care, tell those grown ups you trust about the problem, and be ready to praise every small step taken to stop the addiction.
3. Mary, I decided to talk to my parents first but I want to know more about the problem before I do it.
4. You are right, Jane, but don't wait too long, as the longer you wait the more difficult it may be to sort it out. I attached the information you might find useful.

Types of addiction

There are two types of addiction.

1 Physical addiction is when a person's body becomes dependent on something and wants more and more of whatever it is to be able to feel OK. Trying to give up can make that person suffer withdrawal [wɪðˈdrɔːəl] symptoms[1] which can

[1] **withdrawal symptoms** – абстынентны сіндром, фізічныя ці псіхічныя расстройствы, што ўзнікаюць пасля спынення прыёму наркотыку ці змяншэння яго дозы

last for quite a long time, but slowly the body gets used to doing without.

These withdrawal symptoms can feel like a really bad flu that they want to go back to whatever they were taking to feel OK again. It is hard to give up. It is much easier not to start.

2 Psychological addiction is when someone wants something which will change their mood or feelings. They may not get physical withdrawal symptoms, but they may feel lonely, depressed or anxious if they can't get the thing that they want.

3 What can be addictive?

People can become addicted to a wide range of things:

- drugs – legal and illegal,
- alcohol,
- tobacco,
- sniffing glue or petrol (бензін).

But people can also become addicted to behaviours, which later control their lives.

Among others, teenagers often become gamers and spend too much time at their computers, video games, mobiles and SMS, and chatting on the Internet. All these problems look less dangerous than drug addiction but they are also very harmful.

Keep yourself safe by:

- asking smokers not to smoke near you as passive smoking is also dangerous,
- avoiding being around someone who is addicted to alcohol or drugs,
- telling someone if you feel unsafe,
- never trying whatever drug somebody is using,
- not making the mistake of thinking what that person is doing must be cool because they are older than you.

3b. Work in pairs. Read the e-mails again and decide what information you would use to talk to someone who you think might be addicted to something.

4. Write a shorter e-mail to Jane giving her a piece of advice.

Lesson 7. Sleep tight

1. Read the famous saying and discuss it.

Early to bed, early to rise, makes a man healthy, wealthy and wise. (Benjamin Franklin)





2. Answer the questions. Compare your answers with your partner's.

- How long do you usually sleep?
- When do you **fall asleep** on weekdays?
- How long should a person sleep to feel well?
- Is it **harmful** for your **brain** to sleep less than 7–8 hours?
- Can a **lack of** sleep cause **illnesses**?
- Is good sleep a luxury or a necessity?
- What happens to a person who doesn't sleep enough?

3a. Read the first paragraph of text 3b and analyse the words in bold. Read the dictionary entry and decide which one suits you in each case.

Get 1) to come into possession of; receive or earn 2) to bring 3) to manage: *How did you get to be captain?* 4) to make ready or prepare: *to get a meal* 5) to hear, notice, or understand: *I didn't get your meaning* 6) to catch or enter: *to get a train*

Get across *(separable)* to communicate clearly or convincingly: *No matter how hard I tried I couldn't get the message across to her that I cared.*

Get along *(intransitive)* have a good relationship with someone: *Jane and John get along quite well, but Mary and Max don't even talk to each other.*

Get back *(intransitive)* to return: *When I get back from school I rest and do my homework.*

Get in *(intransitive)* to arrive: *When did you get in from Brest?*

Get through *(inseparable)* to finish something completely; to arrive at the end of something: *It took me almost two weeks to get through that book.*

Get to *(inseparable)* to arrive at, to progress to: *I can't wait to get to school.*

Get together *(intransitive)* to meet: *Let's get together tomorrow night.*

Get up *(intransitive)* to rise to one's feet or arise from bed; to climb: *Mary gets up at sunrise to go jogging every morning.*

3b. Read the article and compare your answers (ex. 2) with the information from the text. Discuss with your partner the facts you find most surprising.

Sleep is food for the brain (мозг). During sleep, important body functions and brain activity happens. Sleeping little can be harmful. You can look bad, feel bad, and you work poorly. If you don't sleep enough, you may find it difficult **to get along with** your family and friends and **get bad marks** at school. Remember: a brain that is hungry for sleep will **get it**, even when you don't expect it. When you do not **get enough sleep**, you are more likely to have an accident or illness.

teen = teenager

FACTS:

- Sleep is important to your well-being, as the air you breathe, the water you drink and the food you eat. It can even help you to manage the stress of being a teen.
- Teens need about $9\,{}^1/_4$ hours of sleep each night to function best (for some, $8\,{}^1/_2$ hours is enough). Most teens do not get enough sleep – one study found that only 15% reported sleeping $8\,{}^1/_2$ hours on weekdays.
- Teens often have irregular sleep patterns – they typically stay up late and sleep in late on the weekends, which can affect their biological clocks and hurt the quality of their sleep.

CONSEQUENCES:

Not getting enough sleep or having sleep difficulties can:

- limit your ability to learn, listen, concentrate and solve problems. You may even forget important information like names, numbers, your homework or a date with a special person in your life;
- add to skin problems;
- lead to bad behaviour such as shouting at your friends or being impolite to your teachers or family members;
- make you eat too much or eat unhealthy foods like sweets and fried foods that lead to weight gain.

SOLUTIONS:

- Make sleep a priority. Decide what you need to change to get enough sleep to stay healthy and happy.
- Make your room very comfortable. Keep it cool, quiet and dark. If you need to, get dark curtains. Let in bright light in the morning to tell your body to wake up.
- Having caffeine close to bedtime can hurt your sleep, so avoid coffee, tea, coca cola and chocolate late in the day so you can get to sleep at night.

- Choose a bed and wake-time and stick to it, coming as close as you can on the weekends. A good sleep schedule will help you feel less tired.
- Don't eat, drink, or exercise within a few hours of your bedtime. Don't leave your homework for the last minute. Try to avoid the TV, computer and telephone one hour before you go to bed. Have quiet, calm activities, and you'll fall asleep much more easily!
- If you do the same things every night before you go to sleep, you teach your body the signals that it's time for bed. Try taking a bath or shower (this will leave you extra time in the morning), or reading a book.

4. Make an outline of the text and write a short summary of it.

5. Make a two-minute speech in favour of good sleep.

Lesson 8. Poster presentation

1a. Look at your mind map (see Lesson 1). Complete the following sentences.

1. A healthy lifestyle is ... 2. Regular physical activity will ... 3. Get active ... 4. Eat well ... 5. Feel good about ...

1b. Compare your sentences with your partner's.

2a. Discuss with your partner what else could be added to the 'Get Active, Have Fun' part. Write it down.

2b. Discuss with your partner what else could be added to 'Eat Well' part. Write it down.

2c. Discuss with your partner what else could be added to the 'Feel Good About Yourself' part. Write it down.

3. Work in pairs. Look at the poster (p. 70). Describe it. You can use your mind map. Write a text that could accompany the poster and give a fuller explanation to the ideas that are depicted there.


A Healthy Lifestyle...
It's your choice!
Get Active, Have Fun!
Regular physical activity will...
• increase energy and lower stress.
• change how you look and feel.
Eat Well...
• Choose a variety of healthy foods every day.
• Have regular meals and snacks.
• Eat less junk food.
Feel Good About Yourself!
• Healthy bodies come in many shapes and sizes.

4. **Answer the questions.**

- What information about healthy way of life has not been included? Why?
- What information would you like to include? Why?

5. **Make a poster with short captions to the pictures. Write the text of your poster presentation. Present your poster.**

Lesson 9. Your steps to a healthy lifestyle

1. **What does someone need to do to live a long, healthy and happy life?**

2a. **Listen to the text and guess how old the man is.**

2b. **Listen to the dialogue and check your predicitions. What do you think about the man's lifestyle?**

3. **Read a newspaper article about the oldest person in the US and say what his secret of long life was.**



The world's oldest man, Walter Breuning, has died at the age of 114.

He put his long life down to eating just two meals a day, working as long as he could, and always ready for change. He died of natural causes at a hospital in the USA.

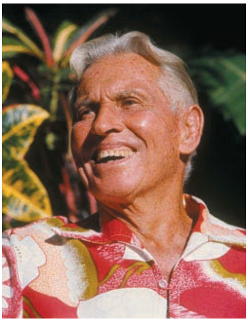
Walter Breuning was born on 21 September 1896. As a kid, Breuning had no electricity or running water – his mum had to bring water from an outside to give him a bath.

In an interview shortly before his death, Breuning said he wasn't afraid of dying. He also said: "Everybody says your mind is the most important thing about your body. Your mind and your body. You keep both busy... you'll be here a long time."

4a. **Read a newspaper article about Paul Bragg and say what his secret of a long and healthy life was.**

Paul C. Bragg – a health legend

Paul Bragg began his journey into physical fitness as a very sickly teenager and lived to the age of 95. The following extract is taken from his book "Healthful Eating".



Hippocrates[1], the father of the natural healing sciences said: "Food will be your medicine, and medicine will be your food." "Strength, growth, good nutrition result from the right food."

These statements are equally true today. We know that the only real cures come from food. As an example, let's take scurvy [ˈskɜːvɪ] (цынга), the disease that kills thousands around the world every year. It can definitely be cured by massive doses of Vitamin C.

I could go on and on speaking about the importance of nutrition. Food is the magic doctor. Drugs cannot make such claims.

Travel the world over, and you will find the shelves full of every imaginable kind of food.

Yet with all this great variety of food, we are poorly nourished. Being overfed can be even more dangerous than being underfed.

Important nutrients are missing in daily diet. Too much rich food – such as fatty meats, milk products, eggs, sugary and salty foods – are just as dangerous to good health as too little food…

My early experience

My life was saved by the science of nutrition. At the age of 16, I had a terminal case of T.B. (tuberculouses [tjuːˌbɜːkjəˈləʊsɪs]). By the grace of God, I was led to Dr. August Rollier in Switzerland, a man who was ahead of his time in the science of nutrition. From a boy dying with a bad disease – for whom not one

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[1] Hippocrates [hɪˈpɒkrətiːz] – Гіпакрат, старажытнагрэчаскі ўрач, «бацька» медыцыны.

doctor in America could hold out any hope of recovery – I became a healthy young man.

Seventy years later

Ever since my recovery I have had a painless, tireless, ageless body. I have been an outstanding athlete in many sports. And today, as a great-grandfather, I am still an athlete – at the age when most men of my calendar years are old people with one foot in the grave or are already in the grave.

I still jog, swim miles at a time, climb some of the world's highest mountains, play tennis. I write several books a year, and have a lecture schedule that takes me around the world.

I still have all my own teeth, and a scalp full of healthy hair. My blood pressure is 124/73, and I have a strong, steady pulse of 64. My vision is as keen as an eagle's, and my hearing as sharp as an alert animal's. It became possible only because of proper food and daily exercise...

4b. Read the article again and say if the sentences are true or false.

1. Hippocrates said: "Strength, growth, good nutrition result from the right food."
2. Being overfed is less dangerous than being underfed.
3. Many rich people as well as poor people are not properly fed.
4. Paul Bragg was a very strong child and teenager.
5. As an elderly man Paul Bragg had a painless, tireless, ageless body.
6. He could jog, swim, climb some of the world's highest mountains, and play tennis when he was well over seventy.
7. His eyes were not so good as his hearing.
8. Paul Bragg died at 95.

5. Work in pairs. Discuss what impressed you most of all in the texts.

6a. Look through the texts and write 5 steps to a healthy lifestyle.

6b. Discuss with your partner what further steps you would like to add.

7. Think what you would like to change in your life to make yourself healthier. Work out your action plan and write it down.

UNIT 4

FASHION

Lesson 1. Zips or buttons?

1. Work in pairs. What is fashion? Complete the sentence.

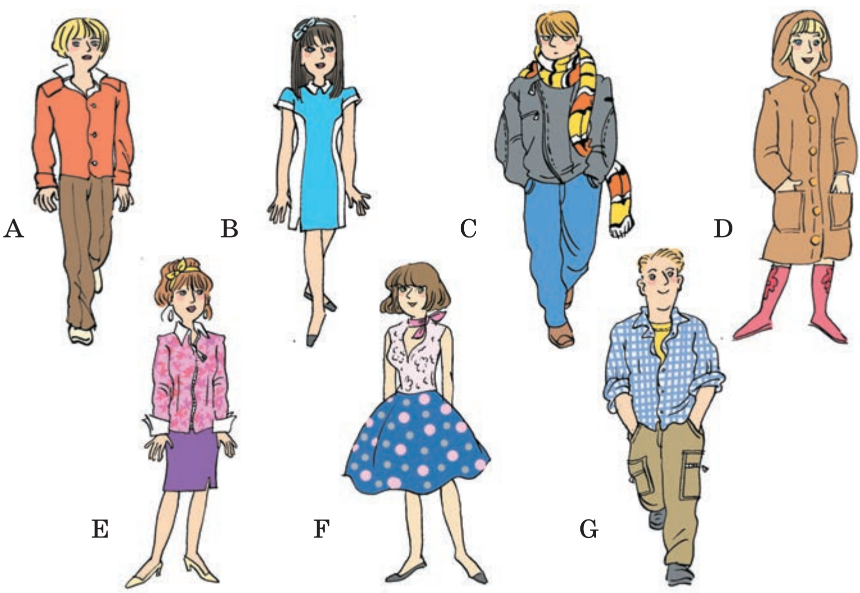
Fashion is about clothes, music …

2a. Look at the models in the TV programme "Catwalk". What clothes are they wearing? Which items look smart? Which ones look casual?

casual ['kæʒʊəl] – штодзённы, smart – прыгожа апрануты

Model: The shirt is casual. The jacket looks smart.

2b. Listen to designers presenting their clothes. In what order did the models appear on the catwalk?



2c. Read some of the designers' descriptions and match them with the models.

Model: 1 – D.

1. It's ideal for chilly autumn days. It's long so that your legs are warm. When it gets really chilly you can cover your head with the **hood** and you can put your hands into the big **pockets.** It's got six large decorative **buttons**. Six buttons on a coat is a fad this season! For this collection I used **plain** material, no patterns or other colours. Just simple light brown. Simple and elegant.

2. If you wear it, you'll be the centre of attention! It's bright and very smart! It's got long loose **sleeves** and a big **collar.** The collar and the buttons are of a contrasting colour. The shirt is ideal for a day out at a café or a disco. Girls, beware!

3. It's a nice outfit for a warm spring day. The blouse isn't **baggy** or **loose**, it fits the body well. It's because of the **zip** that goes from top to bottom. The sleeves are also **tight** and long. The **floral** pattern makes the blouse look romantic. The skirt is simple – it's knee-length and has no pictures or design on it. A floral top and a plain skirt is a good outfit to wear at work or school.

4. It's the most romantic outfit in the collection! The top is really very simple – no collar, no buttons, no pockets but it looks as if it's made for a princess. The light pink colour and the material make it look so very romantic! The **polka-dotted** skirt with pink and grey polka dots is a good match to the top.

2d. Read the descriptions again and match the words in bold with the models in the picture.

Model: **A** has got buttons and a collar.

2e. Complete the other designers' descriptions. Use the words from the box. There are some extra words.

hood, tight, sleeve, polka-dotted, collar, baggy, striped, checked, zip, button, pockets, plain, floral, loose

must (v) – a must (n)

1. It's a must for a man's wardrobe next spring! The silhouette [ˌsɪlʊˈet] is simple but nice. It goes well with jeans of any type. It's got a (1) _zip_ but you can leave it open if you wear a sweater under it. It looks very good with a long scarf. A (2) ... scarf will make you look stylish this season!

2. It's ideal for a warm summer day if you go out. The material is natural so you won't feel hot in it. It doesn't have many decorations – just a small (3) ... and short (4) ... . It's got a classic silhouette, so you can wear this dress for several summers.

3. It's perfect for teenage boys – the (5) ... jeans and a (6) ... shirt over a yellow T-shirt will make it easy to make friends with new people. The jeans are very comfortable – you can skateboard or roller skate or dance in them. You can put many useful things into the (7) ... , and you won't lose them because the pockets have (8) ... . The shirt is good in the evenings when it gets cooler. You can wear any T-shirt under it and you still will feel comfortable in this outfit.

3. Play a guessing game.

1. On a strip of paper write what you are wearing today. Describe one item (one thing).

Model: Today I'm wearing a plain blouse with buttons and a small collar.

2. Put all the strips into a hat. Mix them well.
3. Student 1 draws one strip of paper and reads the description. The classmates guess who is described.
4. The hat goes to another person.

4. If you were a judge at the fashion show in ex. 2a, which clothes would win? Explain why.

Model: Today the winning item in the show is the jacket. It's got a very simple silhouette. It's made of plain material without many details; it's a bit loose, so you can wear a sweater under it. I choose this item

because it matches easily (with) other clothes – both casual and smart. It looks good with or without a scarf, zipped or unzipped.

5. Open your wardrobe and look at the clothes you have. Describe three items that you like most. Use as many details as possible to describe them. Explain why you put the items together.

Lesson 2. You look wonderful today!

1a. Listen to the dialogues. What are the people doing? Choose A, B or C.

A. They are buying clothes.
B. They are complementing each other.
C. They are discussing clothes.



1. *A:* You look wonderful today!
B: So do you!
A: This nice suit **suits** you perfectly.
B: Do you really like it?
A: Yes, I do. It **goes well with** your pink shirt, too.
B: Thank you.

2. *A:* Those are nice gloves! They **match** your handbag marvellously!
B: Thanks. I'm very glad you like them. You look great too! I like your blue sweater. Is it new?
A: Oh no, I've had it for years!

3. *A:* I like your skirt! It **fits** you like a glove!
B: Thank you. How kind of you to say so.
A: Where did you get it?
B: I got it in London.
A: It's beautiful.
B: Thanks a lot.

1b. Read the dialogues and guess the meaning of the words in bold. Match them with their definitions.

a. to suit	c. to fit
b. to match	d. to go well with

1. to be of the right size
2. to look good together in style, colour, etc.
3. to form an attractive combination
4. to make sb look good

1c. Find the complements and read them aloud. How do people react to compliments? Role play the dialogues.

1d. Work in pairs. Compliment your partner on the clothes they're wearing. React to the compliment you get.

2a. You're buyers choosing items for your shop from the catalogue. Make up a dialogue.

Model: A: Oh, I like them. They're long and tight. They're black and white. They have pockets without zips or buttons.
B: Are they girls' trousers number 3C?
A: Yes, they are.
B: I like them too.

For girls

Blouses, Shirts and Tops



1A



1B



1C

For girls

Skirts



2A



2B



2C

Jeans and Trousers



3A



3B



3C

For boys

T-shirts and Shirts



4A



4B



4C

Jeans and Trousers



5A



5B



5C

	Sweaters and Jackets		
For boys	 6A	 6B	 6C

2b. **Put different items together to make an outfit (a set of clothes) you would wear in different situations. Explain your choice. Use the words from the box.**

> to suit, to fit, to match, to go (well) with, to be ideal with/for, to be perfect with/for, smart, casual, comfortable for a picnic / disco / party, for hanging-out[1]

Model: I'd wear the baggy jeans with the checked shirt. I think they match well. This outfit would make me feel comfortable. I think it is perfect for hanging-out with friends.

3a. **Listen to what some buyers say when they choose clothes for their shops. Match the descriptions with the items.**

Model: Buyer 1 – item 1B, a blouse.

3b. **Listen again and say why the buyers choose these items.**

Model: 1. Buyer 1 chooses the blouse because he thinks it's beautiful.

3c. **Read the sentences and match the words in bold with the pictures in ex. 2a.**

Model: 1. A silk blouse – picture 1B.

[1] hanging-out – time spent with friends; outside or inside, without any aim

1. I'm taking this beautiful white **silk** blouse.
2. This warm jacket with a **fur** collar will be popular with boys under 20.
3. I think these tight black **leather** trousers will be popular for discos.
4. I'm sure this short plain **linen** skirt will be a hit this season.
5. This pale pink sleeveless **lace** top looks romantic.
6. I'm sure this plain hooded **cotton** T-shirt will be popular this season and next season too.
7. This warm light colour **woolen** sweater is a must for cold days!
8. These baggy blue **denim** jeans have been popular with teenage girls for a couple of seasons.

3d. Label the pictures. Use the words in bold from ex. 3c.

Model: A – fur.

A



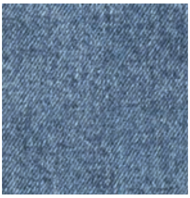
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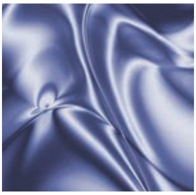
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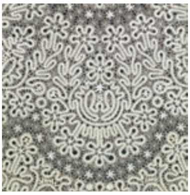
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G



H



4. Play a "Feely Bag" game.

1. Put items of clothes or pieces of different materials into a bag.

2. A blindfolded[1] person touches one of them and says what material it is made of.

---

[1] blindfolded – з завязанымі вачыма

Model: I think it's linen.

3. Then they take the item out of the bag to check their guess.

Grammar revision

Order of adjectives

- **Read the sentence and match the adjectives with their categories in the table.**

I'd like this beautiful long loose green plain woolen coat.

(1) opinion	(2) size / shape	(3) colour / pattern	(4) material	*noun*

5. Work in pairs. Describe the items in the catalogue in ex. 2a. Use three adjectives in each sentence.

Model: A: Item 4C.
B: It's a casual striped cotton shirt.

Help box. short, checked, hooded, baggy, beautiful, silk, black, fantastic, yellow, big, loose, polka-dotted, long, nice, linen, striped, casual, purple, wonderful, small, tight, leather, woolen, smart, elegant, floral, plain, new, pink, lace, fashionable, cool, sleeveless

6a. Work in pairs. Imagine you're buyers. Agree on 5 items from ex. 2a for your shop. Persuade your partner to take the items you like. Use ex. 3c as an example.

6b. Write a report to your manager. Describe the 5 items you have chosen.

Lesson 3. Can you give me another pair?

1. **Listen to the dialogues in a clothes shop. What dress did the woman buy?**

1

Customer: I'd like to buy a dress. Where can I do it?
Shop-assistant: What kind do you want? Some dresses are casual, **other** dresses are smart.
Customer: I'd like to have a look at casual dresses for summer.
Shop-assistant: OK. Over there on the left.
Customer: Thank you.





2

Shop-assistant: There are lots of casual dresses. These are made of cotton. **The others** are made of linen.
Customer: I prefer cotton dresses. I need a blue dress.
Shop-assistant: Fine.

3

Shop-assistant: Would you like this dress? It's lovely.
Customer: No, I'd like **another** one, but I don't know which.





4

Shop-assistant: Have a look at these two dresses. I think they'll suit you well.
Customer: This dress is too dark, but **the other** one is really cool. I'll try it on.

Grammar focus

Pronouns *another*, *other* / *others*, *the other* / *the others*

- **Which sentences with the above pronouns in the dialogue mean the following (see ex. 1)?**

A. a different person or thing of the same type
B. the rest of the people or things in a definite group
C. the thing or person from two things or people, mentioned after the first one
D. people or things different from (**якія адрозніваюцца ад**) the ones already mentioned or known about

- **Match the meanings with the pronouns.**

Model: A **...** – another one (dress).

- **Read the rule (pp. 270–272) and check if you are right.**

others = other items

2a. **Complete the dialogue with 'another', 'other', 'the other', 'the others'. Then listen and check.**

Customer: I bought a lovely leather jacket here last month and I like it a lot. I'd love (1) ... one in a different colour.

Shop-assistant: We don't have those any more. But we have (2) … jackets in a different colour. Have a look at this one.

Customer: Yes, it's lovely, but the red doesn't suit me. Do you have (3) … colour?

Shop-assistant: Here are two similar jackets.

Customer: I like the blue one, but I don't like (4) … jacket. Do you have (5) … jackets I can try on?

Shop-assistant: Take the blue one and I'll bring you (6) … jackets to try on. The fitting room is over there.

(five minutes later)

Shop-assistant: How are you getting on?

Customer: The blue jacket suits me well, but (7) … don't fit me. The brown jacket is too baggy and the black one is too tight.

Shop-assistant: The blue matches your eyes perfectly! That's a good choice.

Customer: Thank you. How much is it?

Shop-assistant: 78 pounds.

Customer: Good! I'll take it!

2b. Work in pairs. Act out the dialogue "At the shop". Use the pictures and the words 'another', 'other', 'the other', 'the others'.









Help box. *Colour:* dark, bright, … . *Size:* small, medium, large, extra large. *Shape:* tight, loose, baggy. *Length:* short, knee length (па калена), long, mini. *Material:* leather, denim, lace, … . *Details:* with a hood, buttons, short sleeves, a zip, … .

3a. Complete the proverbs and sayings with 'another', 'other', 'the other', 'others'.

1. "The eyes believe themselves; the ears believe … people."
2. "One hand washes … ."
3. "One man's meat is … man's poison (атрута)."
4. "The grass is always greener on … side of the fence (плот)."
5. "One good turn (паслуга) deserves … ."
6. "In helping …, we help ourselves."
7. "It's one thing to flourish (размахваць зброяй) and … to fight."

3b. Listen and check.

3c. Match the proverbs with their explanations. Do you know their Belarusian equivalents?

A. Something one person likes can be something that another person does not like at all.
B. When you see something, you know what's happening, but you believe what other people say.
C. Saying is one thing, doing is another.
D. If someone does something to help you, you should do something to help them.
E. The things other people have always look better than your own.
F. People get an advantage when they work together.
G. Whatever good we give out, it comes back to us.

4. Fill in the correct word: 'another', 'other', 'the other', 'others'.

1. I don't like these linen trousers. Could you show me some … trousers?
2. My mum has got two fur coats, but she wants to buy … one.
3. I've found one of my black shoes, but I can't find … .

4. Tania has four belts. One of them is white. ... are black.
5. There are lots of materials on the shelf. One is cotton. ... materials are silk and lace.
6. I've bought three skirts. One skirt is polka-dotted, ... one is checked and ... one is striped.
7. Some people like to wear plain clothes, ... prefer floral or striped.

Lesson 4. What does she say?

1. Work in pairs. Read what some famous designers said about fashion. Discuss which statements you agree with and why.

"Fashion is all a game, with new rules every season." (*Stefano Gabbana*)

"Fashions come and go, style is forever." (*Yves Saint Laurent*)

"Style is knowing who you are and what you want to say." (*Gore Vidal*)

2a. Read and say who Vivienne Westwood is and what she is famous for.



Vivienne Westwood, born in 1941, is a famous British designer and businesswoman. Her first catwalk collection was shown in 1981 in London. Since then, she got the title of British Fashion Designer of the Year in 1990, 1991 and in 2006.

Vivienne Westwood is one of the most eccentric [ɪkˈsentrɪk] designers and she's also known for her radical views on politics.

2b. Listen to the interview with Vivienne Westwood. Which topics does she mention?

Fashion magazines	The public's wishes
The last collection	Being attractive
Being stylish	Punk rock hairstyle
Being different	Expensive clothes

2c. Match the topics with Vivienne Westwood's words.

1. "I am attracted to people who know what suits them – they are individual and stylish."
2. "I don't feel comfortable defending my clothes. I'm not trying to do something different, I'm trying to do the same thing but in a different way."
3. "I've always had my own little shop and I don't need other people to tell me what the public wants."
4. "I think dress, hairstyle and make-up are the most important factors in making an attractive person."
5. "I was the first person to have a punk rock hairstyle."
6. "Fashion magazines? I hate them! I hate them and I hate television, radio, the Internet and cinema! Do you know why? They're our biggest enemy because they feed people information, they don't let people think."

Grammar focus

Reported speech: statements

- **Compare the direct statements with the reported and answer the questions (in L1)[1].**

What is direct speech and what is reported speech? What verbs introduce direct speech and reported speech? What is the difference between the sentences with direct speech and reported speech?

Direct Speech (Простая мова)	**Reported Speech (Ускосная мова)**
A. Vivienne **says to** the reporter: "**I am** attracted to people who know what suits them." **B.** "**I don't** feel comfortable defending **my** clothes," she **says.**	**A.** Vivienne **tells** the reporter **she is** attracted to people who know what suits them. **B.** She **says** (that) **she doesn't** feel comfortable defending **her** clothes.

[1] L1 = language one = the native language

- **Read the rule (pp. 272–273) and check your answers.**

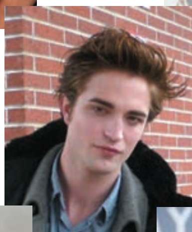
3. Report the other statements from Vivienne's interview.

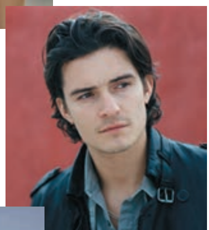
4. This is what some celebrities (famous people) say about fashion and style. Report their words.

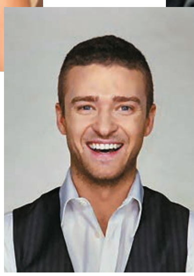
1


2


3


4


5


6


7


Model: Lady Gaga says she loves all the crazy designs she wears but she gives thanks to actual designers for giving her the inspiration.

1. Lady Gaga: "I love all the crazy designs I wear, but I give thanks to actual designers for giving me the inspiration (натхненне)."
2. Tailor Swift: "I love experimenting with my hair, but I always come back to home base — curly."
3. Rihanna: "The thrill in fashion for me is taking a risk. When I go shopping, I always buy something extravagant."
4. Robert Pattinson: "I wear the same thing every day and I just have piles (кучы) and piles and piles of clothes and then eve-

ry two years, I go to the wardrobe and see what I can give away."
5. Orlando Bloom: "I prefer comfortable clothes. I think if you're comfortable you have confidence and that leads to good style."
6. Justin Timberlake: "I get more compliments when I add an unexpected item, like a favourite hat, dog-tag chains (ланцугі) or beat-up black military boots. I like to look ridiculous (недарэчна)."
7. Scarlett Johansson: "I don't have a fixed idea of what glamour [ˈglæmə] is. I think it's mainly about being confident and comfortable, but I have this black velvet cape (аксамітавы плашч) that always makes me feel glamorous."

5a. Work in pairs and discuss the questions.

1. Do you care about fashion?
2. Do you think fashion is more important than style?
3. Do you think trendy (fashionable) clothes can be comfortable?
4. What is your style (casual, smart, elegant, classical)?
5. What celebrity's style do you want to follow?
6. Who helps you choose clothes?
7. What are your favourite clothes?

5b. Report to the class what your partner thinks about fashion and style.

Model: Tanya says she doesn't care about fashion.

6. Ask your parents what they think about fashion and write their answers in reported speech. Use the questions in ex. 5a.

Lesson 5. Put on a warm hat!

1a. The model's assistant is helping her to change for her defile [dɪˈfaɪl] **on the catwalk. Match the model's words with the pictures.**

1. "Help me **take off** the jacket."
2. "Help me **put on** the coat!"
3. "Hurry up! **Don't be** slow! **Do** the coat **up**!"

4. “**Zip** my boots **up**.”
5. “**Don’t throw** the jacket on the floor! **Hang** it **up**!”


A


B


C


D


E

1b. Match the phrasal verbs with their meanings.

1. to put on	a. здымаць адзенне (вопратку)
2. to take off	b. засцягваць маланку
3. to do up	c. надзяваць адзенне (вопратку)
4. to zip up	d. вешаць на вешалку
5. to hang up	e. зашпільваць (гузікі)

1c. Listen and check.

1d. Fill in the phrasal verbs form ex. 1b. Answer the questions in pairs.

1. Do you always … … your jacket when it is cold?
2. Do you always … … your hat when you enter a building?

3. Do you always … … your clothes at home?
4. Do you always … a coat … in winter?
5. Do you have any clothes you have to … …?

Grammar focus

Reported commands

- **Compare the direct commands with the reported ones and answer the questions (in L1).**

*What verbs report commands? What form of the verb is used after **tell smb** / **ask smb**? What are the differences between the sentences with direct commands and reported commands?*

The model **says to** her assistant: ***"Hurry up! Don't be** slow!"* The model **tells**/**asks** her assistant **to hurry up**. She **tells**/**asks** her **not to be** slow.

tell / ask sb (not) to V

- **Read the rule (p. 273) and check your answers.**

2. Report the other commands from ex. 1a.

3a. Write 5 things which your parents often tell you to do or not to do.

Model: Mum: "Come home early! Don't stay out late!"

3b. Work in pairs. Report your parents' words.

Model: My mum tells me to come home early. She tells me not to stay out late.

4a. Read what Vivienne Westwood advises to young people and report her pieces of advice.

Model: Vivienne tells us not to buy …

Vivienne: "Don't buy the rubbish they sell, buy good clothes! My advice is – think, think, think! Think if you really need new

clothes. Maybe you can make new clothes from what you already have in your wardrobe. It's easy and fun to be a designer and stylist for yourself. Just try. Think if the price is reasonable. Think what's more important for you – someone's name on the tag (ярлык) where no one can see it or your individuality. Make your choice."

4b. Write Vivienne's words in reported speech.

Lesson 6. Ask a star

1. Read and guess who the person is.

He's a famous English footballer who lives in California. He's also a big name in the world of fashion. He's a model and his face is very well known in the world. He is so much into fashion that recently he started a new brand. He's married to an ex-Spice Girl, Victoria. They have three sons and a daughter.

2a. Work in pairs. Read the questions that David Beckham was once asked by a journalist. How do you think David answered them?

1. What's your secret – what do you do after you play a match?
2. Have you ever made mistakes in what clothes to put on?
3. What will your children do when they grow up?
4. Do you take care of your skin?
5. Who helps you choose the clothes you wear?

2b. Match David Beckham's answers to the journalist's questions in ex. 2a. How many answers have you guessed with your partner?

A. Yes, like everybody else. Once at a party I was wearing leather trousers with a leather jacket and funny enough my wife was also wearing leather trousers with a leather jacket. It was so wrong!

B. My wife. She has no problem telling me when she doesn't like what I'm wearing.

C. Yes, I do. Most men like to take care of themselves these days. I don't see anything wrong in it, especially after



we moved to Los Angeles. I have to use sun block every day here.

D. It's not a secret – after a match I always take a shower, eat well and have a good sleep.

E. I don't know what will be when they're adults but now my son Romeo designs his own sunglasses. To tell the truth, he has a very good eye for fashion.

2c. Find and read the sentence to illustrate the picture.

Grammar focus

Reported questions

- **Compare the direct questions with the reported ones and answer the following questions (in L1).**

What verbs are used to report questions? What conjunctions (злучнікі) are used in reported questions? Why? What are the differences between direct questions and reported questions? Are reported questions questions or statements?

Direct Speech	Reported Speech
The journalist: 'What **is** **your** secret?'	The journalist **asks** David what **his** secret **is**.
The journalist: "What **do** **you** do after **you** play a match?"	The journalist asks what **he** does after **he** plays a match.
The journalist: "**Do** **you** take care of **your** skin?"	The journalist **wants to know** if **he** takes care of **his** skin.
The journalist: "Who helps **you** choose the clothes you wear?"	The journalist asks David who helps **him** choose the clothes he wears?"

- **Read the rule (pp. 273–274) and check your answers.**

3a. Work in pairs. Discuss if you could ask David Beckham one question, what you would ask him.

Model: My question to David Beckham would be “Is fashion more important to you than sport?”

3b. Report your partner’s question.

Model: Igor would ask David Beckham if fashion is more important to him than sport.

4a. Write the questions to a fashion guru using the prompts.

1) how long / in the world of fashion
2) when / start / work in fashion
3) how / it / start
4) what / like / about work
5) what / not like / about work
6) important / to be trendy
7) what / advice / to look good and feel good

4b. Act out an interview at the TV programme “Ask a star”. Student A is a TV programme host who reports the TV viewers’ questions. Student B is a fashion guru who answers these questions.

Model: ***A:*** Our viewer asks how long you have been in the world of fashion.
B: Let me see. For more than ten years.

4c. Report the fashion guru’s words and write a newspaper article about him / her.

Lesson 7. Short history of fashion

1a. Look at the photographs showing fashion in different decades of the 20th century. Guess when they were taken.

Model: I think photo A was taken in the 60s.

the 50s = the fifties [ˈfɪftɪz]	the 60s	the 70s
the 80s	the 90s	the 2000s



1b. **Listen to the TV programme about the history of fashion and check your guesses.**

1c. **Match the items of clothing with the decades.**

1. ugg [ʌg] boots, high-tops, hoodies[1], checked shirts, skinny jeans, leather jackets, fur coats, Afghani trousers.

2. fitted jackets, long narrow pencil skirts, cardigan-style jackets, A-line skirts, floral ties (гальштукі), polka-dots, the hippie style

3. jersey knits [ˈdʒɜːzɪ ˈnɪts] (трыкатаж), pullover sweaters, platform shoes, wide-legged, flared (якія (што) пашыраюцца) jeans and trousers, ripped[2] jeans, torn[3] T-shirts, worn and torn leather jackets, *Do It Yourself* quality.

4. tight-fitting trousers, denim shirts, neon [ˈniːɒn] colours, baggy sweaters, T-shirts, sweatshirts, and black leather jackets, designer clothing displaying Italian or French labels (such as Lacoste [lʌˈkɒst], Yves Saint-Laurent [ˈiːvˈseɪntlɔːˈrɑ̃ːŋ],

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[1] hoodie – sweatshirt with a hood
[2] ripped – парваны
[3] torn – падраны

Armani, Gucci [ˈguːtʃiː], or Chanel [ʃəˈnel]), flannel shirts, woolen sweaters, polo shirts[1], white Adidas trainers, Aviator sunglasses, wide leg jeans and baseball caps worn backwards[2].

5. mini-skirts, pillbox hats, sleeveless mini dresses, big bright hats, false eyelashes, bell-bottom jeans, wide ties, striped trousers, leather boots, collarless jackets, skinny jeans.

6. leggings, headbands, shoulder pads[3], designer jeans, lace gloves sometimes fingerless, casual T-shirts underneath expensive suit jackets, red/black leather pants and jackets, one glove, sunglasses, earrings among male teenagers

a collar**less** (adj) jacket – a jacket without a collar

finger**less** gloves – ?   sleeve**less** dresses – ?

1d. Match the people with their inventions in fashion.

1. Christian Dior [ˈkrɪstʃən diːˈɔː]
2. Coco Chanel
3. Mary Quant [kwɒnt]
4. Jackie Kennedy
5. Audrey Hepburn [ˈɔːdrɪ ˈhepbɜːn]
6. Vivienne Westwood & Malcolm McLaren
7. Madonna
8. Michael Jackson
9. Freddie Mercury
10. Bill Gates of Microsoft

A. introduced her famous suit, with a cardigan-style jacket and A-line skirt.
B. gave birth to skinny jeans
C. invented the mini-skirt
D. created punk fashion
E. popularized lace gloves, sometimes fingerless
F. showed his first elegant collection the "New Look"
G. inspired the *Thriller look*
H. introduced the pillbox hat
I. started a smart-casual and business casual trend
J. popularized Aviator sunglasses

[1] polo shirt – a T-shirt with a collar and three-button opening at the neck
[2] backwards – задам наперад
[3] shoulder pad – плячук

1e. Work in pairs. Ask and answer about preferences in fashion. Which decade of fashion do you like best? Why?

Grammar revision

Past tenses

- **Read the sentences, copy and complete the table.**

In 1947 Christian Dior **showed** the first collection of the House of Dior.

In the mid-80s the lace trend **was getting** more and more popular with girls and women.

By the early 1970s, miniskirts **had reached** an all-time popularity.

Past tense	Form	Meaning	Signal words
The Past Simple	V2 / ... not V	regular past actions, events	yesterday, ...
The Past Continuous	was/ ... (not) +Ving	actions at a definite moment or period in the past	at that time, ...
The Past Perfect	... (not) +V3	actions completed before a past moment or another past action	by, ...

2a. Listen to the radio interview. Choose the best title for the intervew.

1. What our mothers wore.
2. Fashion comes and goes.
3. Clothes that are always in fashion.

2b. Complete the sentences with the correct verb forms in the past. Listen again and check.

Mrs. Venutti (1) *to go* to school in the late 70s so she (2) *to be* 16 in the 1980s. She (3) *to care* about fashion a lot. They (4)

not to have fashion magazines for teenagers then, so they (5) *to copy* people who (6) *to be dressed* cool.

When Mrs. Venutti was 16, trousers and jeans (7) *to become* more and more popular because they (8) *to be* comfortable and casual. When she was 18, everybody (9) *to wear* them. Skirts (10) *to become* shorter by the time she finished school.

The choice of colours, materials and patterns in fashion was small then. When she was 16, the most popular pattern (11) *to be* polka-dots.

3. What clothes are popular now that were in fashion in the past decades?

Model: Polka-dotted dresses were in fashion in the 50s and they're in now.

4. Imagine it is 2035 now and your son or daughter has to write about what their parents wore when they were teenagers. What would they write?

Lesson 8. 911 or how to develop your personal style

1a. Read the proverbs. What do they mean? Which of them do you agree with?

1. Don't judge a book by its cover.
2. Clothes make the man.
3. Good clothes open all doors.
4. The suit is best that best fits me.

1b. Read the style tips and group them into four categories: 1) Proportions and silhouette; 2) Colours and patterns; 3) Accessories [əkˈsesərɪz]; **4) Dress code.**

Style tip 1

Proportion for clothes is very important. Wearing a big sweater with thick, baggy trousers will make you look very big. Putting together a narrow skirt with a tight T-shirt may make you look like you've grown out of your childhood clothes.

The general rule of fashion proportion is that a big top needs a small bottom part, and vice versa[1].

Style tip 2
People often dress either in neutral tones or in all the colours of the rainbow. One colour is boring, many colours may be too many. What to do? Find the balance! If you wear a one-colour outfit, add a little splash of colour with accessories and see how much it will change the way you look!

Style tip 3
Black colour goes with everything and gives you a slimming (які патанчае) effect. Go all black or pair it with any colour.

Style tip 4
Never overdo[2] on a single material. For example, in case of denim, you should not wear it from top to bottom, it will only make you look like a cowboy.

Style tip 5
A common mistake is that patterned clothes make short people look shorter and fat people look fatter. A pattern can look stylish on people of all shapes and sizes. Just remember, the less is better.

Style tip 6
Accessories are as much a part of your outfit as your shoes or your skirt. So don't forget about balance and proportion when you choose which earrings to wear or what handbag to use. The size, shape and material of your accessories should match that of the clothes you're wearing. For example, a bulky handbag is too much for a pretty, summery dress, whereas it's perfect for a thick trouser suit.

Style tip 7
As for sunglasses, they are a great fashion accessory in the summer time but if the sun's away, put your sunglasses away. And don't keep them on when you're indoors. You may think you look cool but nobody else will.

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[1] vice versa [ˌvaɪsɪˈvɜːsə] – наадварот
[2] overdo – перастарацца

Style tip 8
One of the most important things is to look neat and clean and always have clothes that fit.

Style tip 9
In different places, we need to wear different clothes. For example, attending a formal meeting, you should look elegant and conservative. For ladies, the best dress is to wear a suit, matched with a white shirt and high heeled shoes. Men's outfit includes a smart suit with a tie, dark socks and dress shoes, not trainers! At informal events, for example, meeting friends, we should choose some casual, comfortable clothes. Going for a picnic, put on shorts or jeans and a T-shirt, but leave them at home when you go to the theatre: an evening dress or a dinner jacket[1] will suit that event much better.

1c. Work in pairs. Which tips do you find useful? Which tips can't you agree with?

1d. Add more style tips. Discuss them in groups of three.

2a. Prepare for the project "Fashion verdict" – a talk show which reminds of a courtroom[2]. Read what happens in the studio and fill in the gaps with the words in the box.

A. **the judge** (суддзя), B. **the defendant** (падабаронны), C. **the prosecutor** (пракурор), D. **the defence lawyer** (абаронца), E. **a witness for prosecution** (сведка абвінавачання), F. **a defence witness** (сведка абароны).



[1] dinner jacket – смокінг
[2] courtroom [ˈkɔːtrʊm] – суд

1. The …'s clothes are brought into the studio.
2. The … brings the case to the court: the defendant wears clothes that don't fit and don't suit him/her.
3. The … explains his/her choice of clothes.
4. The judge asks … for the defence to comment on the defendant's clothes.
5. The … comments on them.
6. The outfits are commented on by the … and the … .
7. The … says the final word.
8. The … listens to everyone in the courtroom and makes a conclusion.

2b. Distribute the roles.

1. Decide who takes which role.
2. For the defendant you can choose a celebrity, for example, Lady Gaga or even a film character, for example, Johnny Depp as Jack Sparrow in "The Pirates of the Caribbean". The student taking the role of the defendant should dress up like the chosen celebrity.
3. Three students choose the roles of the judge, the prosecutor and the defence lawyer. The rest of the students will be witnesses for prosecution and defence witnesses.

2c. Write your speech and be ready to explain your point of view in the studio.

Remember you don't have to be very serious but you are expected to give professional advice on style and fashion. You can use the proverbs and the phrases below.

be yourself, don't be afraid of change, to run/take risks, feel comfortable, feel relaxed, feel confident, suit/fit/match/go well with

2d. Present the project "Fashion verdict" in the next lesson. Don't forget to bring the defendant's clothes to the studio.

Lesson 9. A dress for the moon

1a. Read the story and answer the questions.

1. Is it a fiction or a non-fiction story?
2. Is it prose or poetry?
3. Is it a description or a narration?
4. Is it a fairy tale, a story or a legend?
5. Who are the characters?
6. Can Madan make a dress for the moon? Explain why or why not.

A dress for the moon

(by Indira Krishnan)



Once upon a time a young man named Madan lived in a village in northern India. Madan's father wanted him to become a farmer. But Madan wished to leave the village and find work in town. He promised his father that he would send a part of his earnings home regularly.

In town, Madan learned to be a tailor (кравец). He worked hard and soon became known for the fine clothes he made. All people in the town wanted clothes made by Madan. The more dresses he made, the more proud and boastful (выхвальны) Madan became.

One night Madan sat looking at the full moon high up in the sky. The moon was beautiful above a tall coconut tree (какосавая пальма). Madan said, "I am sure I can make a dress for the moon. The moon will like my handiwork, and then the sun and stars will want me to make dresses for them."

The coconut tree heard his words. Laughing softly, the tree bent down (нахілілася) and whispered, "That's one thing you can't do."

Madan didn't like that. "How do you know what I can do?" he said. "You are only a tree."

The coconut tree tried to say something more, but Madan would not listen.

"If you want to be of some help, tell the moon that I want to make a dress for her. You are tall enough to do that," he said.

So the tree told the moon about Madan. The moon said she would like to have a dress made by the famous tailor from Earth.

Madan was excited. Quickly he began to make a dress of wonderful white silk for the moon. When it was made, he said to the coconut tree, "The dress is ready. Give it to the moon." The coconut tree did so.

The following evening, the moon didn't come out in her new dress. The coconut tree bent down and whispered, "The moon says your dress doesn't fit. It's too loose." Madan was shocked. "It can't be!" he cried. "The clothes I make always fit perfectly." But the moon gave the dress back to him, and he had to redo (перарабіць) it. Madan spent the night making the dress a little bigger.

The next evening the moon rose a little later. She wasn't wearing her new dress again. And again the coconut tree bent down and whispered, "The dress is too loose."

Madan couldn't believe that! "How could I go wrong?" he cried.

"I tried to tell you before but you didn't listen," said the tree. "I have seen for many years that after the moon is full, she grows smaller each day until you can't see her at all. Then, she starts growing bigger, day after day, until she gets full. So how can you make one dress that would fit the moon perfectly?"

Brokenhearted, Madan sat with his head in his hands all night long. When he saw the moon on the other side of the sky, he whispered, "I am sorry, dear Moon. I am not as great a tailor as I thought."

"It's all right," said the moon. "After all, I'm the moon. How can I wear clothes as people do?"

From that day on, Madan worked harder than before. He was not proud or boastful anymore, and his hard work brought him more money. He remembered to send a good part of it to his father. People liked him better because he was an excellent tailor and a humble (сціплы) one, too.

1b. Answer the questions.

1. Why did Madan want to make a dress for the moon?
2. Why did the coconut tree say, “That’s one thing you can’t do”?
3. Why didn’t the moon put on the dress on the first evening?
4. Why didn’t she put it on the following evening?
5. Why did the greatest tailor from Earth get the moon’s size wrong?
6. Why didn’t Madan make another dress for the moon?

1c. Work in pairs. Discuss the questions.

1. What parts of the story could happen in real life and what parts are make-believe[1]?
2. Is it possible that if the moon tried the dress on another day, it would fit her?
3. What lesson did Madan learn from his experience with the moon’s dress?
4. What lessons can we learn from the story?

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[1] make-believe – выдумка

UNIT 5

WEATHER AND CLIMATE

Lesson 1. Does weather camp look attractive?

1a. Look at the pictures and discuss with your class the following questions.

1. What kind of camps are they? 2. What can you do in each of them?





1b. Discuss in groups of three or four students the following:

a) which of the camps you'd like to go to – a holiday camp, a sports camp, a seaside camp, a music camp, a science camp, an English language camp;

b) what you'd like to do there.

Help box

– learn to perform on the stage, enjoy singing, dancing at a disco;

– play (different sports), do exercises, go swimming / climbing / fishing / boating, take part in competitions / games / concerts;

– read (lots of books), watch (lots of films), learn (to understand and speak English better);

– enjoy the beauty of nature, make a campfire, tidy the campsite, make one's bed, help to lay / clean the table, cook meals.

2a. Read the leaflet of the International Weather Camp and answer the questions (consult the definitions of the words in bold in ex. 2b.

1. Where's the camp? 2. When is the camp? 3. Who is it for? 4. What's the camp's aim? 5. What opportunities does it offer?



International WEATHER Camp

We talk about it! We **expect** *it! We depend on it!*

State College, Florida City
February, 2011
Resident science camp for school students.

We aim to encourage your interest in weather and to make you weather-wise[1].

Join our camp and get wide knowledge about weather!

Learn the answers to these questions:

What is weather? Why does it exist? What is extreme [ɪkˈstriːm] *weather? What is happening to weather and climate?*

Discover how to
– read and analyse weather maps,
– conduct weather **research** by doing experiments.

Get acquainted with a meteorologist's [ˌmiːtɪəˈrɒlədʒɪsts] job by
– writing and presenting your own weather **forecast**,
– visiting the local weather station,
– listening to a meteorologist who did **research** and lived in the North.

You WILL BECOME weather-wise!

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[1] wise – experienced and clever; weather-wise – having a good knowledge of weather, understanding weather phenomena (phenomenon [fəˈnɒmɪnən] – noun, singular; phenomena – plural)

2b. Look at the new words from the leaflet, read their definitions and guess what they mean.

expect [ɪkˈspekt] **(v)**	to think, to hope that something will happen
get acquainted [əˈkweɪntɪd] **(with) (v)**	to get to know somebody or something
forecast [ˈfɔːkɑːst] **(n), (v)**	a statement (выказванне) about what will probably happen in the future, based on information; to say that something will probably happen in the future
research [rɪˈsɜːtʃ] **(n), (v)**	the detailed study of something to discover new facts; to make a detailed study of something to discover new facts

2c. Discuss the following questions in pairs.

1. What and who can you get acquainted with? 2. What can you learn and discover at the weather camp? 3. What's the aim of the weather camp? 4. Do you expect it to be an interesting camp? Why or why not?

3. Listen to the welcoming speeches of the camp organisers. Copy the sentences in your exercise books and complete them.

1. Campers will be able to develop … skills.
2. They will also learn useful … skills.

4a. Read the first speech and answer the questions.

1. How does the speaker feel about weather? 2. What practical skills will the campers develop?

Dear boys and girls! Welcome to the International Weather Camp! We are glad you've chosen to be here. You'll be able to get wide knowledge about weather and develop practical skills – you'll read weather maps, forecast weather, conduct experi-

ments, carry out research and do scientific projects. You'll have a wonderful opportunity to work with meteorologists and learn more about this very useful work.

The working language of our International Weather Camp is English, so you'll be able to use a lot of English and improve your communication skills. We hope, our camp will encourage your interest in and enthusiasm [ɪnˈθjuːzɪæzəm] about weather, because weather doesn't **leave anyone cold**.

4b. Read the second speech and answer the questions.

1. How will the campers feel at the weather camp? 2. What facilities are offered? 3. What life skills will the campers learn?

Hi everybody! We'll **give** you **a very warm welcome** here. All the instructors are kind, patient, understanding, helpful, and of course, very experienced. We have good facilities, including a library, a computer centre with access to the Internet, a science laboratory, a TV room and a gym to help you keep fit. We hope you'll be fine here, that is (гэта значыць) you will never **be under the weather** at our camp. You'll also learn useful life skills, such as making your beds, cleaning your rooms, and washing your clothes. Don't worry, you won't have to wash your clothes by hand – we've got washing machines here. These skills will help you **to weather the storm** – to solve any life problem. We believe, you'll make new friends here, who will be real, not just **fair weather friends**. So, let's get started.

5a. Look at the idioms in bold (ex. 4) and say which of them means:

a) to make people feel no emotion [ɪˈməʊʃ(ə)n],

b) to feel unwell,

c) to get over serious problems and be all right,

d) to meet someone in a friendly way,

e) a friend who doesn't help in times of difficulty.



5b. In pairs answer the questions.

- Are you sometimes under the weather? When or why?
- What or who helps you to weather the storm?
- What books, films or sports leave you cold?
- Have you got real or fair weather friends?
- Do you always give your friends a warm welcome?

6. Have a discussion about the weather camp. Work in pairs.

Student A: you want to go to a weather camp, because you think it can do you a lot of good. Give arguments to prove your point of view.

Student B: you aren't sure if you really want to go to the weather camp. Listen to your friend and agree or disagree.

Proving one's point of view	Agreeing / disagreeing
First of all, … / Secondly, … / Finally, … I can see that … I'm absolutely sure (that) … It's absolutely clear (that) …	Right, but what about …ing? I don't think … / I'm not sure … Let me see. / Let me think. OK. / Fine.

7. Explain why you would like or wouldn't like to go to weather camp. Write 8–10 sentences.

Lesson 2. What's the weather like today?

1. What kind of weather do you enjoy? Why? Discuss in pairs.

Model 1: – What's your favourite weather?
– I enjoy *sunny* weather.

frosty, warm, cloudy, chilly, stormy, cold, hot, windy, rainy, snowy, foggy

Model 2: – Why do you like this kind of weather?
– When it's *sunny*, I am *full of life* and I feel *enthusiastic*. What's your favourite weather?

be / feel full of energy, be full of beans, happy, relaxed, light (лёгка), optimistic

2a. **The weather camp participants learn to read weather maps. Look at the weather symbols used in weather forecasts and read them.**

11th July  +30 **thunderstorm** ['θʌndəstɔːm]	12th July  +25 **overcast** ['əʊvəkɑːst]	13th July  +28 sunny intervals (partly cloudy)	14th July  +32 sunny
2 October +8 foggy	3 October  +7 **drizzle**	4 October  +5 **light** rain	5 October  +4 **heavy** rain
February 17th  0 **sleet**	February 18th  –10 **frosty**	February 19th  –5 light snow	February 20th  –3 heavy snow
25 May  +20 light rain **shower** [ʃaʊə]	26 May  +18 **downpour** ['daʊnpɔː]	27 May  +19 **hail**	28 May  +18 hail shower

2b. **Read the definitions and match them with the words in bold.**

1) (v) to rain in a very light way; (n, u) very light rain;

2) (n, c) If it's raining heavily, there's a loud noise and flashes (успышкі) of light in the sky, there's a …;
3) (n, u) a mixture of snow and rain; (v) if it …, a mixture of snow and rain falls from the sky;
4) (n, u) a short period when it rains, snows or hails heavily; (v) to fall in large quantities;
5) (n, u) rain that **freezes** (замярзае) in the sky and falls to the ground as small balls of ice; (v) if it …, small balls of ice fall from the sky like rain;
6) (adj) cold enough to produce **frost** (мароз); covered with **frost** (шэрань);
7) (adj) If there are a lot of dark clouds in the sky, the sky is …;
8) (n, c) a large amount of rain that falls quickly.

3. Look out of the window and answer the question: *What's the weather like?*

There are a few ways to answer this question.

It's **+ adjective**	**Present Continuous It is Ving.**	***There's*** **+ singular noun** ***There are*** **+ plural noun**
It's rainy. It's cloudy. It's windy. It's sunny.	It's raining. It's clouding over. The wind is blowing. The sun is shining.	There's (a lot of) rain. There are clouds in the sky. There's a strong wind. There's (a lot) of sunshine.

very cold (frosty)	**cold**	**chilly**	**cool**	**warm**	**hot**	**very hot (boiling)**
–20	0– –2	2	12	18–20	25	30–34

4. Look at the weather forecasts and play a guessing game in pairs. What day is it?

Model: ***A:*** What's the weather like?
B: It's raining heavily. And it's chilly.

A: I think / I guess it's the fifth of October.
B: You're absolutely right! Do you like / enjoy weather like this?
A: (Not) very much, really. I feel under the weather when it's raining.
B: So do I. / Neither do I.

5. Play a game "Can we do it?". Play the game in pairs. You need a dice and two counters.

1. Throw the dice and choose an activity from the list below.



1. go roller skating
2. go to the seaside
3. make a camp fire
4. go on a picnic
5. go to the amusement park
6. play tennis.

2. Throw the dice to choose the day from ex. 2a. Move the counters first from the first day in July, then from the last day in October.

3. Make up a dialogue.

Student A: invite your friend to an outdoor activity.

Student B: ask about the weather on that day. Is the weather good for the activity? Have you been lucky?

Help box

S 1: Let's go roller skating! / What about roller skating? / Why not go roller skating?
S 2: What's the weather like?
S 1: ...
S 2: Oh! Great! It's just fine! Let's do it! / Lovely weather for ducks! We'd better do it some other day.

6. Write 8–10 sentences about the weather you like and why you enjoy this kind of weather.

Lesson 3. Can you forecast weather?

1a. Have a class survey. Ask and answer the following questions. (Each student asks only one question, but answers all of them.)

1. Do you listen to radio weather forecasts? 2. Do you watch weather forecasts on TV? 3. Do you prefer radio or TV weather forecasts? 4. Do you use your mobile phone to learn the weather forecast? 5. Do you know any TV meteorologists? 6. Have you got a favourite TV meteorologist? 7. Do you follow weather forecasts every day? 8. Do you follow weather forecasts several times a day?

1b. Report the results of your survey (Yes- / No- answers to your question).

Model: 1. Five people listen to radio weather forecasts.

1c. Sum up the results of your survey.

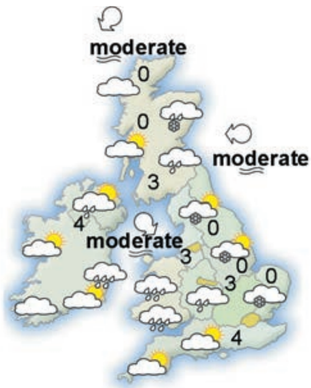
Help box

The survey shows that most of my classmates … and only two of my classmates …
It means we prefer … to …
But most of us (only two of us) know some / don't know any TV meteorologists.
It's interesting / (not) surprising that most people (don't) follow weather forecasts very often.
It's (not) understandable, because we depend on the weather when we …

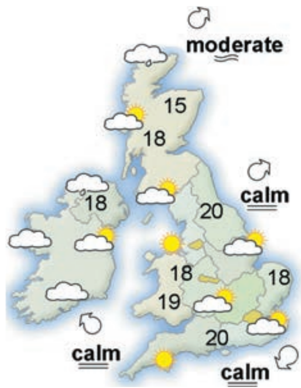
2a. The Weather Camp participants compete in writing weather forecasts. Listen to the weather forecasts and match them with the weather maps.

2b. Read the weather forecasts, match them with the weather maps and guess if they are for summer, autumn, spring or winter. What do the words in italics mean?

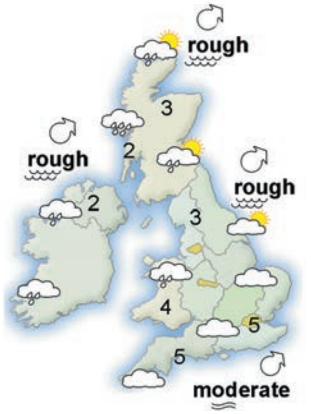
1. The day will start mainly bright with some fog. Much of the UK will be sunny and dry with light or *moderate* winds later in



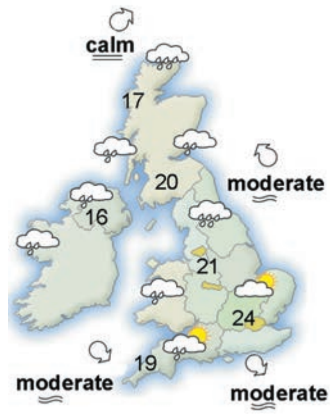
A



B



C



D

the day. The south-east, East Anglia and Lincolnshire will see more sunshine in the afternoon, and *cloud* will begin to thicken across north-eastern England during the evening. Western Scotland and Northern Ireland have the chance of patchy (месцамі) light rain or drizzle for a time.

The average day temperatures will range from plus 15 Degrees Celsius [ˈselsɪəs] in the Scottish Highlands to plus 20 Degrees Celsius in the southeast of the UK.

On the whole, it will be a fantastic warm day. Have a good day, and fair weather.

moderate [ˈmɒd(ə)rət] – neither very great nor very small in amount, size, or strength

2. The UK will feel generally mild today under mostly overcast skies. London and southern England will have a cloudy and

breezy but dry day, with brighter spells (intervals) in places. The rest of southern England, along with the Midlands and East Anglia, will also be gusty (з парывістым ветрам) but dry. Wales and northern England will see windy weather, with patchy rain later in the day. Northern Ireland will have drizzle or downpours and be *blowy*, too, as will Scotland, where there's a chance of sunshine and a few showers.

Remember, there's no bad weather, there are bad clothes.

2c. Work in pairs. Compare the UK's weather in different seasons with that of Belarus.

> **Help box**
> In summer the weather in ... is **(**not**)** as *cold* / *rainy* / *windy* as in ...
> It's *a bit* / *slightly* / *a lot* / *much* cold**er** / raini**er** / windi**er** / mild**er** than in ...

2d. Have a phonetic competition of TV meteorologists. Read the weather forecasts expressively.

3a. Take part in a weather forecast writing competition. Look through the scheme below and work out the structure of a weather forecast.

1. In much of (Wales) / In Belarus / In the southern regions
   the day / the week
   will start with
   early fog / frost / a light wind / a lot of sunshine / frosty weather
   in the morning / at the beginning.

2. The north / The central areas
   will see
   rainy weather / a lot of rain / a thunderstorm
   which **will move** further south / to the north
   during the day / later *in the afternoon* / later in the week.

3. *In the evening* / at the weekend / at the end of the week
the weather
will turn / **will become** / **will get**
dry / fresh / warm / cold / stormy
in the east of the country.

4. The temperature **will be** (–5 °C) *in the morning*.
It **will rise** / **fall** by (three) degrees *by noon*
and it **will fall to** / **rise to** +2 °C *in the evening*.
The night temperature **will be** around average / a bit higher.
The average day temperatures **will range** from (+17 °C) to (24 °C).

5. On the whole, it **will be** a (rainy) day, but whatever the weather, stay healthy and happy, and have a good day!

3b. **Work in pairs. Look at the weather maps and write a weather forecast for one day. Read the weather forecast to your class, then listen and compare with the audio.**

Morning		–15 °C	747	↓ N
Afternoon		–9 °C	746	↘ NW
Evening		–10 °C	744	→ W



4. **Find a weather map in a newspaper and write a weather forecast, following the steps.**

Lesson 4. Are you weather-wise?

1. **Hold the Weather Forecasters competition at the International Weather Camp. Listen to the participants and vote for (прагаласуй за)**

a) the best weather forecast presenter, b) the best story, c) the best weather, d) the longest weather forecast, e) the shortest weather forecast.

2. **What questions can researchers ask about weather? With your class brainstorm the list of possible questions, e.g. *Why does it rain?* Write them down.**

3a. **Listen and read the page of the "Weather-wise Magazine" and say which of your questions it answers.**

Compensation strategies: using context clues

When you read something in a foreign language you **don't need to stop at every word you don't know.**

Instead you should **read the whole text or story to get a general idea about it.** Later you will find words and whole sentences that will help you understand new words. They are called **context clues** [klu:z], e.g. **precipitation** = **moisture** = rain, snow, hail, sleet, drizzle, fog (see paragraph D).



A. Weather happens in the **atmosphere** [ˈætməsfɪə], or in the air between the Earth and space, which consists (is made up) of a few **layers** (see the picture). The atmosphere is different and can behave in different ways. The higher from the Earth, the colder the air and the lower the pressure is, as there are fewer molecules [ˈmɒlɪkju:lz] of oxygen and other gases.

B. The simplest explanation of weather is that it is the **condition** (стан) of atmosphere at a definite time and place on the Earth. It can be hot or cold, wet or dry, calm or stormy, clear or cloudy. This condition is **influenced** by a number of atmospheric [ˌætməsˈferɪk] factors, such as air **pressure**, temperature [ˈtemprɪtʃə], **humidity, precipitation**.

C. Temperature is how hot or cold something is, for example the atmosphere or the sea. Temperature is **measured** [ˈmeʒəd] in degrees Celsius (centigrade) or Fahrenheit.



D. Precipitation is the term given to **moisture** that falls from the air to the ground. The most common form of precipitation is rain, snow, hail, sleet, drizzle, fog, mist.

E. The air around us is never completely dry. It is usually **moist**. That means that it contains (утрымлівае) water in the form of **vapour**. **Humidity** is the amount of water vapour in the atmosphere. Humidity is measured as a percentage [pəˈsentɪdʒ]. 100% humidity is the point (кропка) where the air can hold no more water vapour.

F. Atmospheric **pressure** is the weight[1] of air on the Earth's surface. Pressure is shown on a weather map with lines called isobars [ˈaɪsəʊbɑːz]. Warm air is lighter than cold air, cold air is heavier than warm air. Low pressure near the Earth's surface occurs when air is warm and rises. High pressure occurs when air becomes colder and falls.

G. When the sun shines, the Earth's surface[2] is **heated**. The sun heats the Earth unevenly (нароўна) and influences the atmosphere. Warm and cool air move and change air pressure. The movement of air around the Earth from high pressure to low pressure, of the cold and warm air brings about winds.

H. The sun also heats the water which is on the Earth in rivers, lakes, seas, oceans, and in the upper layer of the ground.

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[1] weight [weɪt] – вага
[2] surface [ˈsɜːfɪs] – паверхня



It **evaporates** and water vapour rises into atmosphere making it **humid**.

I. When the vapour rises higher and mixes with the cold air, it turns into small water droplets and forms clouds. In other words, water vapour condenses out of the air. When the little droplets run into each other because of the wind, larger drops grow, and start falling on the ground because the air can't hold them any more. When clouds rise higher, the water in them freezes and turns into little balls of ice, which may fall like hail or snow on the ground some time later. The water in the clouds can freeze and turn into ice crystals and fall like snowflakes on the ground.

3b. Read the text again and try to guess the meaning of the words below. Check with your classmates.

Atmosphere, influence [ˈɪnflʊəns], pressure [ˈpreʃə], temperature, humidity [hjuːˈmɪdətɪ], precipitation [prɪˌsɪpɪˈteɪʃ(ə)n], degrees [dɪˈgriːz], Celsius, Fahrenheit [ˈfærənhaɪt], atom [ˈætəm], molecule [ˈmɒlɪkjuːl], moisture [ˈmɔɪstʃə], vapour [ˈveɪpə], evaporate [ɪˈvæpəreɪt], freeze [friːz], condense [kənˈdens].

3c. Find answers to the questions.

1. What is weather? 2. What is temperature? 3. What factors influence weather? 4. How do clouds form? 5. Why is there rain? 6. What is snow? 7. What is hail? 8. Why is there wind? 9. What's the most common form of precipitation? 10. Where does weather happen? 11. What is humidity? 12. What is atmospheric pressure?

4a. Do the experiment and explain what fog is.

Make fog in a jar

1. Fill up the jar completely with very hot water and let it stay there for about 60 seconds.
2. Pour out all but about 3 cm of the hot water.

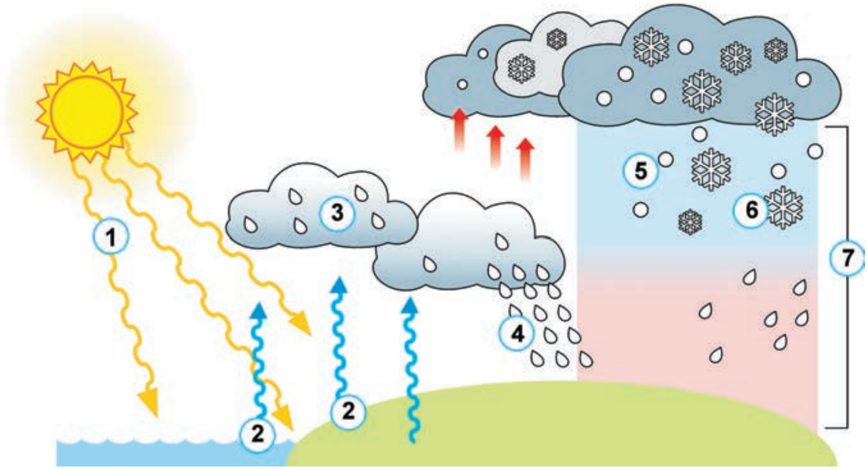
3. Put a plastic bag over the top of the jar.
4. Place ice cubes in the plastic bag.
5. Fog will form as the hot water vapour from the bottom of the jar contacts the cold air created by the ice cubes and forms condensation.



4b. Work in pairs. Explain how fog is formed.

4c. Listen and compare with your explanation.

5. Are you weather-wise? Copy the picture about weather in your exercise book and write what it means.



Lesson 5. How is weather predicted?

1a. For centuries people used their senses and experience to predict (= forecast) weather. Read what you should observe (= watch) and match the observations with their explanations.





1. Check the grass for dew (раса). 2. Check for humidity. 3. Watch a campfire. 4. Watch the clouds. 5. Observe plants. 6. Observe birds.

A. Many people feel it in the hair (it curls up), or salt clumps (бярэцца камякамі). It happens before rain.
B. If there is a cover of them at night – expect warmer weather. They are like a blanket (як коўдра) for the earth. They keep warmth near the ground.
C. They fold up (складваюць) their leaves and flowers before rain.
D. If it is dry, it means there are clouds or wind, and you can expect rain. If it is wet, you may expect fair weather.
E. They fly low if the air pressure is low, which happens before rain.
F. The smoke should rise. If it swirls (кружыцца) and falls, it means pressure is low and rain is nearing.

near (prep) – блізка, побач	near (v) – ?

1b. Discuss in pairs and then with the whole class.

1. Do you observe weather? 2. Do you know any observations that help you to predict weather? 3. Are they always correct? 4. Is it safe to trust (давяраць) such observations?

observe (v) = watch	observation (n) – ?

2a. Today the International Weather Camp are learning how weather is predicted on a scientific basis. They are visiting a weather station and talking to a meteorologist. Look at the instruments used in weather forecasting. Read their names.



barometer [bəˈrɒmɪtə]



anemometer [ˌænɪˈmɒmɪtə]



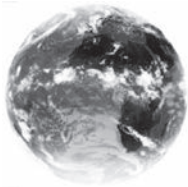
psychrometer [saɪˈkrɒmɪtə]



rain gauge [ɡeɪdʒ]



thermometer
[θə'mɒmɪtə]



satellite image
['sætəlaɪt 'ɪmɪdʒ]



wind vane

2b. Do you know what these tools (= instruments) measure[1]? Match two parts to make up correct sentences.

1. The thermometer is used to measure	a. with the help of an anemometer.
2. Air pressure is measured	b. with a psychrometer.
3. Wind speed is measured	c. the precipitation that has fallen.
4. The humidity, or moisture in the air, is measured	d. the temperature.
5. A rain gauge is used to measure	e. with a barometer.

2c. Listen to the talk with the meteorologist and check your guesses.

2d. Complete the answer to the question: *Why did Mark Brown become a meteorologist?*

Mark Brown became a meteorologist because weather had never … His interest in weather began when he … His first project was to build … Now he is really into … and …

2e. Listen and say if the sentences are true or false.

1. Official weather observations began at the weather station in March of 1998.
2. The instrument shelter is made of wood and painted black.
3. The instrument shelter is used to house thermometers and humidity sensors.

---

[1] measure ['meʒə] – вымяраць, замяраць; (n) – мера

4. These tools are used to collect data about the air pressure, temperature, wind speed, humidity and precipitation.
5. Computers and satellite images of air pressure are also used by meteorologists.
6. With the information from satellites and weather stations a forecast is made and a weather map is designed [dɪˈzaɪnd].
7. Today weather is predicted accurately [ˈækjʊrətlɪ].

2f. Work in pairs. Correct the false sentences.

Grammar revision

The Passive Voice

- **Read the sentences in the Passive Voice and answer the questions with your classmate, then check with the class.**

What is the tense in each sentence? Why is the Passive Voice used? How is the Passive Voice formed?

1. The weather station *was opened* over 100 years ago.
2. Specific instruments, or tools, *are used* **by** meteorologists to collect information, called data [ˈdeɪtə].
3. For example, air pressure *is measured* **with** a barometer.
4. Then, all of the data *is taken*, *studied*, and a prediction *is made*.
5. I hope that one fine day weather *will be predicted* very accurately.

- **Copy the table and complete it in your exercise book.**

The Passive Voice (*be* + V3)

The Present Simple Passive	**The Past Simple Passive**	**The Future Simple Passive**
am, … V3	… V3	Will … V3

- **Make up a five-sentence rule about the Passive Voice.**

1. The Passive Voice is used when we don't ... or don't want to mention (згадваць) the actual doer of the action.
2. The Passive Voice is formed with the help of the ... in the corresponding (адпаведнае) tense and ...
3. We choose the tense of the sentences in the ... in the same way as we do in the Active Voice – we pay attention to the word-signal, e.g. 100 years *ago*, *usually*, etc.
4. For the doer of the action we use the preposition ... in sentences with the Passive Voice.
5. For the instrument of the action we use the preposition ... in sentences with the Passive Voice.

3a. Read the continuation of the talk with the meteorologist and answer in pairs.

- How was weather observed in ancient times?
- When was the technology of weather observation developed?
- What instruments were invented between 1400 and 1700?
- Which inventions increased the rate of weather information exchange?
- How will weather be predicted in the future?

For centuries weather observing tools were the various human senses – the eye, the nose, the ear. The technology of weather observation (1) *be developed* in the last seven centuries. The rain gauge, barometer, anemometer, psychrometer and thermometer (2) *be* all *invented* in the years between 1400 and 1700. These instruments (3) *be improved* through the years, but even today they are the basic observing tools of weather observers all over the world. However, things have changed. With the development of the telegraph in the 1840's, then radio and telephone, new observing systems such as instrumented balloons, radar and satellites have appeared. They are now part of the range of tools that (4) *be used* by weather watchers. Thus (такім чынам), the quality (якасць) of the data, the possibilities (магчымасці) of meteorologists to exchange information from the weather stations in different regions and the rate (хуткасць)

of this exchange have experienced a huge leap (скачок), especially[1] with the appearance of computers. The data collected by different weather observers, (5) *be brought* to processing [ˈprəʊsesɪŋ] computers. The processed [ˈprəʊsest] information in the form of forecasts, maps, and even three-dimensional models[2] (6) *be sent* back to weather information users via[3] television, radio, and the Internet. But today nobody can say how weather (7) *be predicted* in the future, or how accurately it (8) *be predicted*.

3b. What is the tense of the sentences in the Passive Voice? Use the correct form of the verb 'be'.

4. Give a brief explanation about how weather is predicted.

Help box

Different instruments are used to measure atmospheric phenomena – …

Nowadays, besides (акрамя) the data collected at the weather station, …

Then all the data is taken and a weather forecast is made by a meteorologist on the basis of his knowledge and experience.

Finally, the weather forecast is sent to its users via …

5. Read the letter about the first days at the International Weather Camp. Which forms of the Passive Voice should be used here?

Hi everybody,

How are you?

The camp is great. Every day we (1) *wake up* at 7.30 and after washing we (2) *tell* to go to the canteen to have breakfast. Everything (3) *cook* very well here. You know

[1] especially [ɪˈspeʃ(ə)lɪ] – асабліва;

[2] three-dimensional [ˈθriː daɪˈmenʃ(ə)nəl] models – трохмерныя мадэлі

[3] via [vaɪə] – з дапамогай, праз

we (4) *ask* to clean the table after the meals. Some don't like it at all, but I think it's not bad. In this way we (5) *teach* to be independent.

We have already done quite a few interesting things. Our first project – a weather forecast competition – has just finished. We (6) *teach* to forecast weather in our last class. Yesterday we (7) *take* round a weather station. We (8) *show* different measuring tools. We also (9) *explain* how predictions about weather usually (10) *make*. I believe, with satellites and computers weather (11) *predict* very well in the future.

On the whole the camp is both useful and enjoyable.

Love and best wishes,

Nelly

Lesson 6. Climates of the world

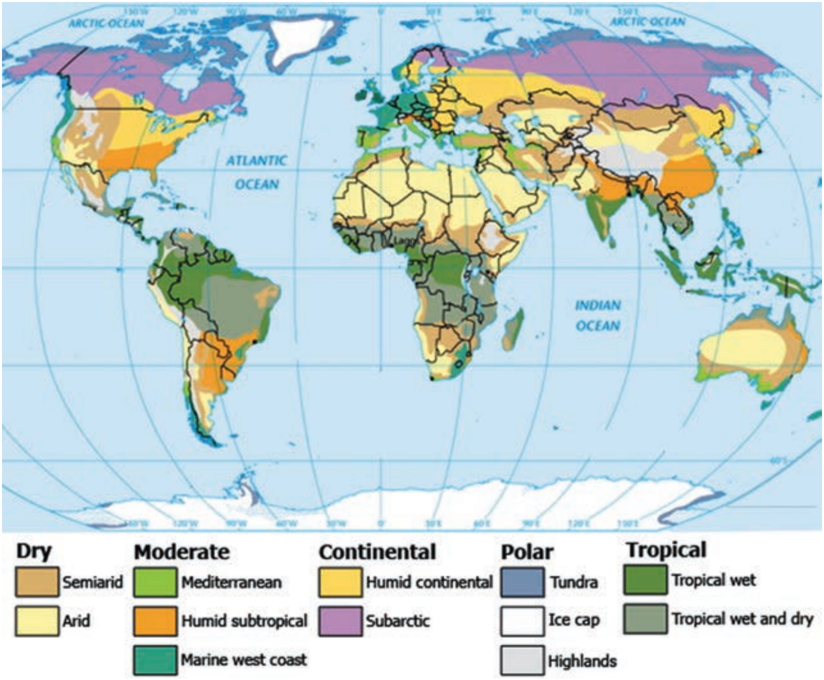
1a. What is weather and what is climate? Complete the sentences.

1. ... is what happens outside.
2. Look out of your window any day, any time and you see …
3. ... is the average temperature, pressure, precipitation and humidity expected for a certain place.
4. ... is based on the average … experienced in a location over a long period of time – 30 years or more.
5. ... describes the condition (стан) of the atmosphere. It might be sunny, hot, raining, etc.
6. Look out of your window every day for a month or longer, and you can determine (вызначыць) the …
7. ... is constantly changing because temperature and humidity change in the atmosphere.

1b. Group the information about weather and climate. Say what you can about each. Discuss in pairs and check with your class.

moderate (adj) = mild

2a. **Look at the world climate map. Which climates do you know?**



2b. **Use the following strategies to guess all the world climates.**

Compensation strategies

I. Using background knowledge

Very often everything you know about the world (background knowledge) helps you understand the meaning of new English words. For example, you don't know the word *arid* ['ærɪd], but you see that arid climate is in Africa, and you know that there is a desert. Can you guess the word now?

Remember: *The more you know about the world, the easier it is to learn and understand a foreign language.*

II. Using visual aids

You could also guess the meaning of the word *arid*, because you could see it on the map. Using pictures, photos,

maps – visual aids[1] – also helps you understand English words.
Can you guess what the *Mediterranean* [ˌmedɪtəˈreɪnɪən] climate is?
Where could you find a *marine* [məˈriːn] climate?

III. Using words which look like or sound like Belarusian or Russian words

For example, the word *arctic* [ˈɑːktɪk] is easily understood as «арктычны» because half of the word is exactly like a Belarusian word.
See if you can guess the other climates:
continental [ˌkɒntɪˈnent(ə)l], polar [ˈpəʊlə], tundra [ˈtʌndrə], tropical [ˈtrɒpɪk(ə)l].

2c. **Have a phonetic competition. Pronounce the names of different climates.**

3a. **Look at the map (p. 128) and get ready to describe the climates of Canada, the USA, the UK and Belarus. Work in pairs.**

Help box
The climate of … is influenced by its location.
As it is situated in the … of … and it covers a large / small area, its climate is mostly …
It's … in … areas of the country and it's …

3b. **Present your descriptions to the class and compare them.**

4a. **Read more about the climates of these countries and compare with your descriptions. Whose description fits best?**

CANADA

Canada is the second largest country in the world (after Russia), and the largest on the North American continent. A lot of people believe that Canada's northern location makes this country very cold.

[1] visual aids – наглядныя сродкі





Actually, Canada's climate varies depending on which area you live in or visit. Because of its huge size with extremely varied landscape ranging from snow fields and high mountains to plains and prairies and lower coastal regions, weather conditions vary widely from the Arctic tundra to the mild marine climate of southwestern British Columbia.

The UK



The UK is an island country and its weather and climate are strongly influenced by the sea which surrounds the British Isles (Great Britain and Ireland).

As the British Isles are many times smaller than other lands in the Northern Hemisphere, they are more influenced by the ocean than inland countries with similar latitude[1]. The sea warms up and cools down more slowly than land, keeping winters relatively (адносна) warm but also making the summers cooler. Also, the warm sea current called the Gulf Stream which starts in the Gulf of Mexico keeps the sea on the west side of Britain warmer – frosts are rare (рэдкі) in these areas.

The overall climate in the UK is called temperate maritime. This means that it is mild with temperatures not much lower than 0 °C in winter and not much higher than 30 °C in summer. It also means that it is damp and changeable [ˈtʃeɪndʒəb(ə)l].

moderate = mild = temperate [ˈtemp(ə)rət]

[1] latitude [ˈlætɪtjuːd] – (геаграфічная) шырата

The USA



Because of its huge (very big) size the US climate is incredibly[1] varied. If there is a 'general' climate then it is temperate, but it is also tropical in Florida [ˈflɒrɪdə] and Hawaii [həˈwaɪiː], arctic in Alaska [əˈlæskə], arid in the Great Basin of the southwest and semi-arid in the Great Plains to the west of the Mississippi River.

The temperatures range from 57 °C during the summer months in California's [ˌkælɪˈfɔːnɪəz] Death Valley to –62 °C in Alaska, with lots of different temperatures in between.

BELARUS



Belarus has a temperate-continental climate which is typical of Central Europe, with hot summers, long, cold winters and very distinct seasons. The annual average temperature is about 7 °C. Annual average rainfall is about 600 mm. It can rain throughout the year.

In general, there are no significant differences between the districts of Belarus, due to the small size of the country.

The climate is conditioned by the country's inland location, domination of flat relief and relative remoteness from the Atlantic Ocean.

4b. **Say what is typical of each country's climate and why. Use 2–3 sentences.**

4c. **Which of the climates would you enjoy? Which climates would you like to experience? Discuss in pairs and with the class.**

5. **You want to invite your new friend from the International Weather Camp to your place. Write a letter about the weather in different seasons for your friend to choose the best time.**

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[1] incredibly [ɪnˈkredəblɪ] – неверагодна

Help box

Hi, …
How are you?
One day I would like to see you at my place very much.
I live in … region. It is in the … of Belarus.
The weather is mostly / usually … here in summer, but sometimes we have … and it can …
Winter is … like in the rest of the country. It often … Sometimes …
The weather in spring varies from cool in … to warm in … It's often …
In autumn …
On the whole our climate is …, which means you can experience various weather in various seasons and enjoy doing various things.
Do come any time you choose.
Best wishes, …

Lesson 7. A journey to the Arctic

1a. Work in pairs. Read and decide which sentences about the Arctic and the Antarctic are true.

1. The polar regions have the coldest climate on Earth.
2. The Antarctic [æn'tɑːktɪk] surrounds the North Pole.
3. The Arctic ['ɑːktɪk] surrounds the South Pole.
4. The Arctic is colder than the Antarctic.
5. The Antarctic is a continent, buried in very deep ice.
6. The Arctic has no land mass, and lies in a sea of permanent ice.
7. No one lives in the Antarctic, except (за выключэннем, акрамя) scientists in / at research stations.
8. There is rich wildlife both in the Arctic and the Antarctic with lots of species of birds and animals.
9. The Arctic is called 'The Land of the Midnight Sun', because the sun never sets there in summer.
10. The nearest land to the Arctic is Canada and Greenland.

1b. Listen and check.

2a. You are going to listen to meteorologist Dan Summerfield about his Spitsbergen experience. Read the information, look at the map and answer the questions.



1. What countries do Arctic Islands belong to?
2. Which English-speaking countries have the arctic climate?
3. What is Spitsbergen [ˈspɪtsˌbɜːg(ə)n]?
4. Where is it?
5. How large is it?
6. Why is Spitsbergen different from the other islands in the Svalbard [ˈsvɑːlbɑː] archipelago [ˌɑːkɪˈpeləgəʊ]?

There are a great number of Arctic Islands, belonging to different countries – Canada, Denmark [ˈdenmɑːk], Iceland, Norway [ˈnɔːweɪ], Russia and the USA. Spitsbergen is the largest and the only populated island of the Svalbard archipelago in Norway. You can see small settlements there, some with only 30–35 residents.

Spitsbergen borders the Arctic Ocean, the Norwegian [nɔːˈwiːdʒ(ə)n] Sea and the Greenland Sea. It covers an area of 39,044 km^2, making it the largest island in Norway and the 36th-largest in the world.

2b. **Describe the climate of Spitsbergen, taking into account its geographical position.**

3a. **Listen to Part I of the story "A Journey to the Arctic" and write down the words describing Spitsbergen's climate to check your predictions.**

3b. **Number the pictures in the order of their appearance in the story.**



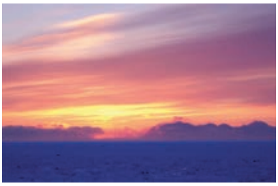
a. polar nights



b. dog sled



c. snowstorms



d. midnight sun



e. ice-covered mountains



f. snowmobile

3c. **What does Dan Summerfield say about the Arctic weather and the activities there (a–f)? Take down notes to answer.**

4a. **Listen to Part II and number the animals in the order of their appearance in the story.**



a. a guillemot[1]



b. a walrus[2]



c. a whale



d. a reindeer

[1] guillemot [ˈɡɪlɪmɒt] – кайра
[2] walrus [ˈwɔːlrəs] – морж



e. a polar bear



f. an arctic fox



g. a seal

4b. Write down the name of the animal which

1) was given a protected status;

2) was classified as a Threatened Species under the Endangered Species Act.

5a. While listening to Parts I and II write down in your exercise book the numbers to answer the following questions.

1. When did Dan start working as a TV meteorologist?
2. How many years did he spend in Spitsbergen as a research meteorologist?
3. How long have meteorologists been recording and observing the weather in Spitsbergen?
4. How high and long are Bird Cliffs?
5. How many guillemots do Bird Cliffs house?
6. How many polar bears are there in the world?
7. How many polar bears live in Svalbard?
8. When was the polar bear classified as a Threatened Species under the Endangered Species Act?
9. How much can a polar bear weigh?
10. How much can a walrus weigh?
11. When did the walrus almost become extinct?
12. When was the walrus given a protected status?
13. How many walruses live in Svalbard today?

5b. Check the answers with your classmates.

6a. Would you like to make a journey to the Arctic Islands? Why or why not? Discuss in pairs.

- Would you like to experience the climate of the Arctic Islands? Why or why not?

- What can people do, see and enjoy in the Arctic Islands? What would you like to do or to see? Why?
- What do you think about the Arctic Islands?
- Would you like to travel there? Why or why not?

6b. Write 10–12 sentences about the Arctic Islands.

Lesson 8. Different countries – different climates

1. Members of the International Weather Camp were given a chance to go to one of these countries – the USA, the UK, Canada and Belarus. Discuss with your partner:

- What do you know about the weather and climate of these countries?
- What's your favourite climate and weather?
- In which country can you experience your favourite weather and climate?

2. Role play "A visiting card of your country".

Members of the International Weather Camp present their countries

1. Split into four groups. Each group chooses their country.

2. Each group looks at the map of their country and gets ready to speak about its geographical position and how it influences its climate.

3. Each group read the text below about their country and prepares to give a summary about the climate of the country and its weather in different seasons.

4. Each group writes six questions about the weather and climate of the other three countries (two for each country).

5. Each group presents their country and answers the other groups' questions.

6. When all the groups have presented their countries, the class votes for the best presentation.

CANADA



Canada has four seasons. Canadian winters (December, January and February) are cold and long, and they can be severe[1] with heavy snowfalls and temperatures below freezing point in most of Canada. In most provinces [ˈprɒvɪnsɪz] snow can cover the ground almost six months of the year. But along the Arctic Circle, average temperatures are below zero [ˈzɪərəʊ] for seven months a year and nine months of snow cover (or more) is the norm.

Across the central and southern areas of the country enjoyable spring weather usually arrives in May, bringing carpets of amazingly beautiful wild flowers. Because of the warm ocean currents (цячэнні) along the British Columbia coastline, spring begins there in February.

Summer begins in late May in most areas, and lasts till September. The hottest months are July and August, especially in the south and across the central plains.

During the summer months the southern provinces often experience high humidity and temperatures higher than 30 degrees Celsius. South-western and south-eastern Canada has a lot of rainfall, but the prairies are dry.

Autumn is a beautiful season with bright leaves, and for many travellers, the months of September and October are the best time to visit Canada, as most days are cool and pleasant.

The UK

There are four seasons: spring (March to May), summer (June to August), autumn (September to November) and winter (December to February).

Summer is a warm season with some showers and rain. The average temperature is around 14 °C. Temperatures can reach up to 30 °C on some days, but very rarely. Southern England offers the best weather, as it is the sunniest part of the UK. July and August are normally the warmest months in the UK.

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[1] severe [sɪˈvɪə] – суровы

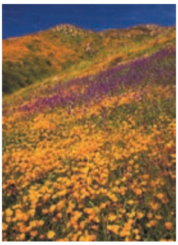


In autumn the weather gets colder and the average temperature is 10 °C. Leaves start changing colour and falling off the trees. There are more rain showers and it can be quite windy.

Winter is usually very mild with an average temperature of around 6 °C. Sometimes it snows and it can also be icy. There is little sunshine in winter, with an average of an hour a day in northern Scotland and two hours a day on the south coast of England.

Probably the best months to travel in England are May, June, September and October. These months generally have the most pleasant temperatures and least rain. July and August are the warmest months, but they are also the wettest. The sunniest parts of the Britain are along the south coast of England.

The USA



Hot summers are the norm throughout[1] the US, except in New England, Oregon [ˈɒrɪg(ə)n] and Washington [ˈwɒʃɪŋtən] (state), all of which are rainier and less predictable than the rest of the country.

Temperate weather conditions are found in the Pacific Northwest, while humidity is typical of the south, east coast and Midwest, and very hot weather is common (usual) in the Southwest.

Spring and autumn (fall in American English) are generally mild, warm and sunny – but also wet in some areas, particularly the Pacific Northwest.

The northern states are the coldest, with severe, freezing winters – especially in the plains, Midwest and Northeast. Low temperatures in January and February in the Northwest are occasionally tempered by warm chinook winds – dry winds from the eastern slopes (схілы) of the Rocky Mountains.

In contrast, the southern states are known as the Sunbelt, where temperatures rarely fall below freezing.

---

[1] throughout [θruːˈaʊt] – in every part of a place

BELARUS



Belarus winters are very cold. While the winter temperatures average −4 to −7 degrees centigrade, temperatures as low as −25 centigrade are not uncommon in the winter months and it can be very windy. There can be snowfalls, sometimes heavy, throughout the country from December to early March. However, in some years the winters are mild with westerly winds and temperatures around or even above zero.

Belarus weather in the spring and autumn is usually cool but above zero and it can be damp and rainy when low pressure systems from the Atlantic have more influence on the weather. May in spring and September in autumn are generally pleasant with warm sunny days.

In summer Belarus usually has very nice, sunny and mild weather. Minsk temperatures average 16–17 °C, though temperatures up to 25 °C in the daytime are not unusual. The summer temperatures in Minsk have reached more than 30 °C **lately**. Thunderstorms are quite common in the **late** afternoon and evening and can be very heavy sometimes. Summer is sunny and dry most of the time and a very good season for visiting the country, but it is better to come early or **late** in summer to avoid the terrible heat.

late (adj) – позні   late (adv) – позна
lately (adv) – нядаўна

3a. You will be invited to one of the countries to do the following activities. With your group (see ex. 2) choose one activity from the list and answer the questions below to explain your choice.

skiing **windsurfing** **dog sledging** **hill walking**

1. Which of the activities, when and why would you like to experience?
2. What kind of weather and climate is good for it?

3. In which country can you find that kind of weather and climate?
4. What's the best season to do the activity?

3b. Each group makes up a weather forecast for one day in their country.

3c. You are going to travel to one of the countries of the world. Ask about the weather forecast of the country you are going to. Is the weather good for your activity?

> **Help box**
> It's like the whole world is *boiling* (freezing)!
> *The heat* is unbearable [ʌnˈbeərəb(ə)l]!
> Lovely weather for ducks! (when it's pouring with rain)
> It's a *lovely* (fine / bright / nasty) day!
> It's great we're going to have some *fair* weather.

Lesson 9. Should we trust weather forecasts?

1. Read the story and formulate its main idea in one sentence. Define the genre of the story.

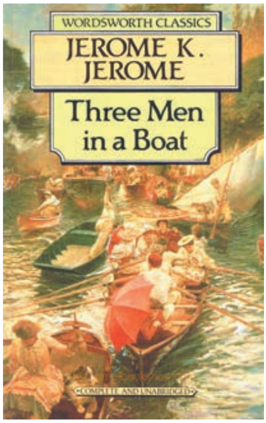
Three men in a boat

I remember a holiday of mine which was completely ruined one late autumn because we were foolish enough to read the weather forecast in the local newspaper. "Heavy showers, with thunderstorms, may be expected today," it said on Monday, and so we gave up our picnic, and stayed indoors all day, waiting for the rain. And people passed the house, as happy and merry as could be, with the sun shining out, and not a cloud to be seen.

"Ah!" we said, as we stood looking out at them through the window, "won't they come home wet?!" And we chuckled (усміхнулися) to think how wet they were going to get.

By twelve o'clock, with the sun pouring into the room, the heat became unbearable, and we wondered when those heavy

showers and thunderstorms were going to begin.



"Ah! They'll come in the afternoon, you'll see," we said to each other.

"Oh, won't those people get wet!"

At one o'clock the landlady (гаспадыня дома) came in to ask if we weren't going out, as it seemed such a lovely day.

"No, no," we answered, with a knowing chuckle, "not we. We don't mean to get wet – no, no."

And when the afternoon was nearly gone, and still there was no sign of rain, we tried to cheer [tʃɪə] ourselves up (падбадзёрыць сябе) with the idea that it would come down all at once, just as the people had started for home, and they **would** finally get wet more than ever. But not a drop ever fell, and it finished a great day, and a lovely night after it.

The next morning we read that it was going to be a "warm, fine, fair day; much heat;" and we dressed ourselves in light things, and went out, and, half-an-hour after we had started, it began to rain hard, and a bitterly cold wind began to blow, and both kept on for the whole day. So we came home with colds and rheumatism [ˈruːməˌtɪz(ə)m] all over us, and went to bed.

The weather is a thing I never can understand.

(after Jerome K. Jerome)

2. Match parts of the sentences.

1. "Heavy showers, with thunderstorms, may be expected on Monday,"	a. the people outside were going to get wet.
2. They gave up their picnic,	b. showers and thunderstorms would come in the afternoon.
3. They chuckled thinking	c. and stayed indoors all day, waiting for the rain.
4. By twelve o'clock	d. said the weather forecast.
5. They said to each other that	e. and it finished a great day, and a lovely night after it.

6. And when the afternoon was nearly gone	f. but it was a cold rainy and windy day.
7. But not a drop ever fell,	g. the heat became unbearable.
8. The next morning we read it was going to be a warm, fair day,	h. because they had dressed themselves in light clothes.
9. They came home with colds	i. they still hoped that rain would come down all at once.

3. Why was the author's holiday completely ruined? Have you ever been in a similar situation? Discuss in pairs.

4. Read the first sentence. What does it help you to understand about the British climate? Find other examples in the story.

5. Prove that the story is humorous. Give examples from the text. What helps you to feel the humour?

UNIT 6

NATURAL DISASTERS

Lesson 1. Natural disasters

1. Discuss with your classmates.

- Have you ever experienced dangerous weather? What was it? How did you feel?

2a. Read the definitions of different types of natural disasters and match them with the pictures.



A



B



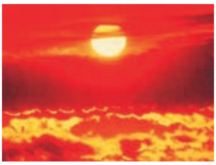
C



D



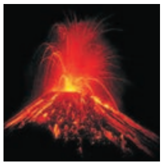
E



F



G



H



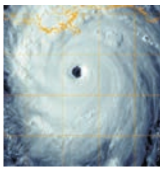
I



G



K



L

1. avalanche ['ævəlɑːntʃ] (n, c)	a large amount of snow and ice that suddenly falls down a mountain

2. **blizzard** [ˈblɪzəd] **(n, c)**	a storm with a lot of snow and strong winds
3. **drought** [draʊt] **(n, c)**	a long period of time when there is little or no rain and crops (ураджай, пасевы) die
4. **earthquake** [ˈɜːθkweɪk] **(n, c)**	a sudden (раптоўнае) movement of the ground
5. **eruption** [ɪˈrʌpʃ(ə)n] **(n, c/u)**	if a volcano erupts, it blows up inside and fire, rocks, and lava come out of the top
6. **flood** [flʌd] **(v)**	if water floods a place, it covers it
7. **hurricane** [ˈhʌrɪkən] **(n, c)**	a violent storm with extremely strong winds and heavy rain
8. **heatwave** [ˈhiːtˌweɪv] **(n, c)**	a continuous period of very hot weather, especially when this is unusual
9. **lightning** [ˈlaɪtnɪŋ] **(n, c)**	the bright flashes (успышкі) of light that you see in the sky during a storm
10. **storm** [stɔːm] **(n, c)**	an occasion when a lot of rain falls very quickly, often with very strong winds or thunder and lightning
11. **thunder** [ˈθʌndə] **(n)**	the loud noise that you sometimes hear in the sky during a storm
12. **thunderstorm** [ˈθʌndəstɔːm] **(n, c)**	a heavy storm with thunder
13. **tornado** [tɔːˈneɪdəʊ] **(n, c)**	a very strong wind that quickly spins (=goes round in a circle or funnel – варонка)
14. **tsunami** [tsʊːˈnɑːmɪ] **(n, c)**	a very large wave (хваля) or series of waves which often happens after an earthquake moving a large quantity[1] of water in the sea
15. **volcano** [vɒlˈkeɪnəʊ] **(n, c)**	a mountain that throws out hot gas, rocks, and lava (=melted rock) into the air through a hole at the top.

[1] quantity [ˈkwɒntətɪ] – колькасць

16. **widlfire** [ˈwaɪldfaɪə] (n, c)	a fire that starts in an area of countryside and spreads (распаўсюджваецца) very quickly

2b. **Read the definitions in turn and let your classmate guess what natural disaster it is.**

2c. **Complete the definition of a natural disaster.**

A natural disaster is any natural catastrophe [kəˈtæstrɒfɪ], including any storm, ..., which is the result of extreme weather phenomenon and often leads to great **damage** and loss of life.

lose (v) – губляць loss (n) – ?

damage [ˈdæmɪdʒ] (n, u) – a word used about broken buildings, houses, spoiled roads, etc.; (v, t) – break or spoil something

3. **Work in pairs. Discuss the following questions.**

- Which extreme weather phenomena are the most dangerous? Why?
- Where do they happen most often?
- Which of extreme weather phenomena happen in your area?

4a. **Play the following flash quiz about natural disasters in pairs. Each of you has one minute to answer 5 questions in turn.**

A.

1. This flash of light is a big killer.
2. They happen after a heavy rain.
3. They take place in winter.
4. They happen as a result of an earthquake.
5. It is spinning and blowing air.

B.

1. It is a mountain with a hole at the top.
2. It is snow and ice falling down a mountain.
3. It is a very loud noise some time after a flash of light in the sky.

4. It is born over a warm ocean.
5. They occur (happen) on low spots.

4b. Prepare 5 similar statements and play a flash quiz again.

5. What are they? Guess. Complete the sentences with the words from ex. 2a.

1. … kills a lot of people because it is electricity.
2. It is very dangerous to live near …s, because if they are active, they can throw out high-temperature mixtures from 700 to 1300 degrees Centigrade.
3. During a … snow gets deeper and deeper, which makes it impossible to walk and to drive.
4. …s usually last only a few minutes, but their spinning winds, up to 500 kmph[1] can ruin houses, lift cars in the air, etc.
5. A … can wash away everything in its way – people, animals, houses, cars. This ocean wave is very strong.
6. …s kill plants and crops, because there is no rain for a long time while there is hot weather.
7. …s are 1,000–5,000 times as large as tornados. They are usually given people's names.
8. …s happen after a continuous rain, covering streets with water. They are usually a lot worse if a nearby river bursts its banks.
9. An … is not only snow or ice, sliding a mountain; it is also rock. There are about 1,000,000 snow …s every year.
10. …s are often difficult to control, as they can spread very fast, especially in hot dry weather, and burn a lot of forests or bush (кустоўе).

6. Write 8 one-sentence riddles about natural disasters.

Lesson 2. Understanding stormy weather

1. Play a flash quiz about natural disasters. Use the riddles you wrote at home.

[1] kmph – kilometres per hour

2a. Read the following tips which will help you to become an efficient reader.

Compensation strategies

Read the pre-reading task

Before reading the text pay attention to the pre-reading task. While reading use all the strategies to understand the information in general and be able to do the tasks. Don't stop. Remember that you can understand a lot more than you think can. Later you can read several times and slower to understand the details that you missed while reading the text for the first time.

Look at the words attentively

- some words are made up by two words, e.g. windstorm – «ве́траваы шторм», ураган
- some words are similar to others as they have the same root, e.g. *evaporate* – *evaporation* – *vapour*
- some words can act as both a noun and a verb: Hurricanes gain their *power* [paʊə] («сіла, магутнасць» – noun) from the water vapour. The water vapour *powers* («узмацняе, робіць магутным» – verb) hurricanes.

2b. Read the following facts about different storms and guess the words in italics. Say if the following statements are true. Explain how a trophical cyclone is formed.

1. A hurricane and a typhoon [taɪˈfuːn] are two words for a tropical cyclone [ˈsaɪkləʊn].
2. A typhoon cannot develop over a warm sea.
3. Tropical cyclones can lead to floods.
4. Thunderstorms need low pressure and warm air to form.
5. Lightning is the movement of protons from one place to another.

Storms

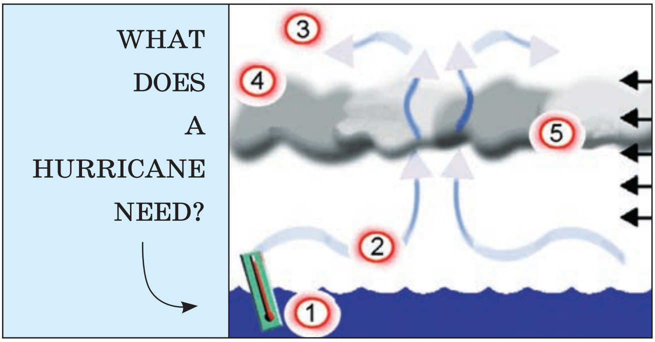
Storms are big, loud and often *accompanied* [əˈkʌmpənɪd] by rain, snow, sleet or hail. Why do these wild, dangerous tornadoes, cyclones, windstorms, snowstorms and thunderstorms occur?

Tropical cyclones

A tropical cyclone is born in a low pressure area above warm tropical and subtropical waters, because warm water evaporates and water vapour contains heat and *energy* (experiment 1). Water vapour *molecules* give this energy to the atmosphere, and a tropical cyclone develops as a result of *interplay* of warm and cool air, its rising and falling. A cyclone is *constantly powered* by the heat from evaporation.

The *result* is a system of spinning winds, which *circulate* either *anti-clockwise* (in the northern *hemisphere*) or *clockwise* (in the southern hemisphere), which increase as they *near* the eye – the centre of a tropical cyclone, but inside the eye of the storm, it is calm.

calm (adj) = not windy



The lowest pressure of a hurricane is around the eye. This low pressure sucks in the water and makes it rise (experiment 2). When a hurricane moves in a certain direction, its strong winds push the water *ahead* and form very high waves. These two processes collect a huge amount of water which can flood villages, towns, cities and damage beaches. As soon as a cyclone passes *overland* or over colder water, it rapidly (=quickly) loses its strength.

The *terms* 'hurricane' and 'typhoon' are *regional* names for a strong tropical cyclone. In Asia they are called typhoons (Chinese tai fung = big wind) and in America hurricanes (Spanish huracan).

2c. Read and draw a simple scheme of how a thunderstorm is formed and explained it.

Thunderstorms

A thunderstorm is a storm with lightning and thunder, accompanied by gusty (парывістыя) winds, heavy rain and sometimes hail.

The basic ingredients used to make a thunderstorm are moisture and unstable rising air. This process may be **caused** by a warm surface.

cause [kɔːz] (n, c) – an event, thing, or person that makes something happen

cause (v, t) – to make something happen, usually something bad

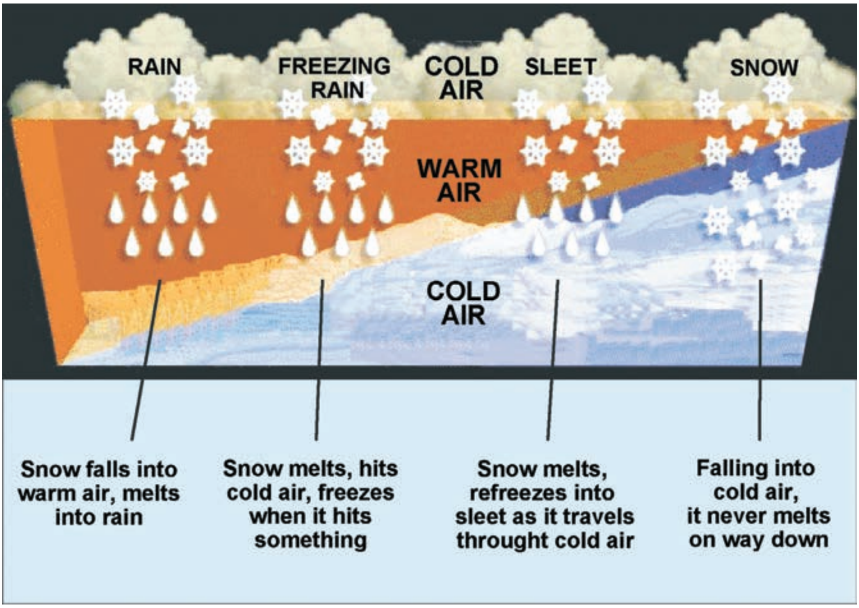
For example, on a summer's day, the land is warmed by the sun, and as the air just above becomes warmer it starts to rise. As it rises it cools, and clouds start to form. These small, white clouds grow larger and larger as the temperature of the ground rises, causing more warm air to rise. After a time, the water droplets at the top of the cloud turn to ice (usually below a temperature of −20 °C). These ice *particles* often collide (сутыкаюцца). When they do, smaller particles lose an *electron* to the larger, thus getting a *positive charge* and rising to the top of the cloud, while the larger particles start to fall. This causes the top of the cloud to develop a strong positive charge, and the *base* of the cloud to become *negatively charged*. This, in turn, *induces* a positive charge on the ground below around anything high, such as mountains, people, or single trees. The positive charge coming up from these points connects with the negative charge of the cloud base and – zap – lightning strikes!

Thus, lightning is a large electrical spark (іскра) caused by electrons moving from one place to another. Electrons cannot be seen, but when they are moving extremely fast, the air around them shines, causing the lightning flash.

3. Look at the scheme and explain how winter storms are formed.

Winter storms are blizzards and ice storms which…

melt (v) – change from ice to water



4a. Read the instructions and do the evaporation experiment.

CREATE EVAPORATION (1)

Here is a simple experiment that shows how evaporation takes place.

Materials:

- a jug of water and a bowl

Process:

Pour some water on your hands and rub your hands together, as if you were washing your hands.

✓ Your hands are now wet, so do your hands feel cooler? Answer: Yes!

✓ After waiting a few seconds, are your hands now dry? Answer: Yes!

Explanation:

The water evaporated off your hands and your hands felt cool, therefore evaporation is a cooling process! The surface from which water evaporates cools down, but the water molecules of the vapour contain the energy of the warm surface.

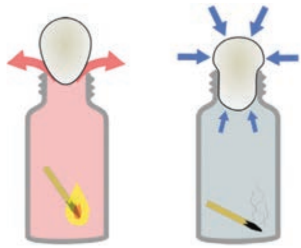
4b. **Read the instructions and do the pressure experiment. What do they help you to understand about storms?**

SUCK AN EGG INTO A BOTTLE (2)

Here is an experiment that shows how pressure works in our atmosphere. This is a very cool experiment!

Materials:

- a glass bottle with a wide neck (a tomato sauce bottle works well)
- a boiled egg
- matches



Process:

1. Put the empty bottle on a table.
2. Peel the soft-boiled egg.
3. Light a match and drop it into the bottle. Repeat about three or four times. Be careful.
4. Quickly put the egg over the *mouth* of the bottle.
5. Watch how it is sucked into the bottle.

Explanation:

What happens? The lit match *heats* the air inside the bottle. When air is heated it *expands* and takes up more room (месца). The pressure increases. As the heated air expands, some of it *escapes out* of the bottle. When the matches go out, the air inside the bottle cools and *contracts*, which takes up less room. This creates a lower pressure inside the bottle than outside the bottle. The greater pressure outside the bottle makes the egg get sucked into the bottle.

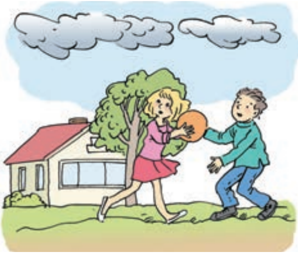
4c. **Look at the picture and explain how you can get the egg out of the bottle.**



5. **Use the schemes and write a brief definition of different storms.**

Lesson 3. How to survive disasters?

1. Read the following talk about the weather. What is the weather like? Do you think it was dangerous?



(Two children are talking outside their house.)

– It looks like rain. Look at those black low clouds.
– Yes, it **might (may)** ***rain*** soon.
– It will probably (верагодна) rain in a few minutes. We'd better get inside!



– Right! Look at the trees! They're bending almost to the ground. And the clouds! Oh, there's a drop of rain on my face! A thunderstorm **must** ***be coming***!
– That'll be great after a week of very hot weather.
– You must be joking! You **can't** ***enjoy*** a thunderstorm! It's scary!
– Yes, I can. It feels so cool and nice after this boiling weather!
– It's here! Let's get inside!



(Parents are talking near the front door of their house.)

– Where are Tom and Nell? I can't see them.
– They **must** ***have gone*** inside.
– Yes, look at the puddles (лужыны). It **must** ***have been raining*** heavily.
– Right you are. They **can't** ***have gone*** anywhere else.

Grammar focus

Modal verbs *may* / *might* / *must* / *can't* / *could* +
different infinitives for certainty and possibility

- **Answer the following questions (in L1).**

What is the meaning of all the sentences with the words in bold (see ex. 1)?

Which of the sentences show that

– a person is 100% sure something will happen?

– a person believes something will happen (but is not sure)?

– a person is 100% sure something is impossible?

What are the words in bold? What are the words in bold italics?

How are the sentences formed? What time do they refer to (адносяцца)?

- **There are different types of infinitives in English. Guess how they are formed and complete the table.**

Indefinite Infinitive **V** (rain, etc)	**Continuous Infinitive** **be + V ing** (be raining)
Perfect Infinitive **have + ...** (have rained)	**Perfect Continuous Infinitive** **... ... + V ing** (have been raining)

- **Read the rule (pp. 274–275) and check your answers.**

2. Complete the sentences about different extreme weather phenomena, making the right choice of the modal verbs.

1. When there is a thunderstorm, *it must / might* have been very hot and humid.
2. If you see lightning and hear thunder at just about the same moment, the storm *can't / must* be far from you.
3. Sometimes when you don't see any flashes of lightning, but the sky lights up from time to time, the storm *may / must* be very far away.
4. Floods *must / may* occur after heavy rain, a cyclone, snow melting, or *can / may* be caused by a tsunami.
5. Floods *can / can't* be caused by a tornado.
6. In Belarus flash floods and tornadoes *can / can't* occur during any month of the year.

3. How well do you understand natural disasters? Complete the following quiz, adding the correct modal verb (*may* / *might* / *must* / *can't*) and answer the question.

Fact or fiction?

1. When you see dark clouds in the sky, it … rain soon.
2. When you hear a loud banging noise on the house roof, it … be hailing.
3. When you see trees bending to the ground, a violent wind … be blowing.
4. When there is a drought, there … have been no rain over a long period of time.
5. If you see a flash of lightning but can't hear thunder, it means that lightning … be as long as 150 km away from you.
6. If the streets are flooded, it … have been raining for a long time.
7. If there is a flash flood, there … have been a very heavy rain for a short time or a rapid (quick) melting of snow.
8. If a hurricane is approaching, there … be heavy rain or a flood.
9. When you see lightning flashes but cannot hear thunder during a heavy rain, the thunderstorm … have gone away.
10. Lightning … strike the same place twice.

4a. Discuss in pairs, then with your class, what might happen if you are caught in a blizzard and what you can do to avoid (пазбегнуць) the possible problems.

get frostbite – абмарожвацца, атрымаць абмаражэнне

Model: You *might (may)* get frostbite. You *can* put on a few layers of clothes before going out, but you *shouldn't* stay out long.

4b. Listen to the safety rules about winter storms and compare with your ideas.

5a. Look at the pictures of the Car Safety Kit[1] and say what each object *might*, *must*, *can* or *should* be used for.

In fair weather, on a good motorway, the need for a car safety kit seems slightly absurd [əbˈsɜːd].

However, matters are quite a bit different when you find yourself driving through a blizzard, or if your car starts giving you mechanical problems – or simply stops working – on a road in a remote area at two o'clock in the morning, and the nearest house is many kilometres away, then having an emergency kit on hand is a major need, and might even save your life.

Model: When you are travelling in a car, especially in winter, you *must* have a first aid kit. You *might* need it or not, but if you do, it *can* help you avoid serious problems or even save your life. You *should* also have ..., because you *might* ..., so it *can* help you a lot.


knife


snow brush


wind scraper


small shovel



tinned food



drinking water



first aid kit


sleeping bag


money



tool kit


paper towels


mobile phone


torch

[1] Car Safety Kit – набор для забеспячэння бяспекі

5b. **Choose 5 most important objects and write what each object might, must or can be used for (see the model in ex. 5a).**

Lesson 4. What are the impacts of disasters?

1a. **Read and match the titles to parts of the text.**

A. Reaction to the heatwave.
B. Social effects.
C. Physical impacts.
D. Human effects.

The heatwave of 2003

The heatwave was really disastrous and had a lot of **impacts** (effects).

disaster (n, c) – disastrous [dɪˈzɑːstrəs] (adj)

1. The water **level** in rivers and lakes grew extremely low, and some of them dried up. The River Danube [ˈdænjuːb] in Serbia fell to its lowest level in 100 years. *Bombs* [bɒms] and *tanks* from World War 2, which had been under water for decades (tens of years), were revealed (адкрыліся), causing a danger to people swimming in the rivers.

The lack of rainfall over much of Europe caused forest fires in many countries. In Portugal 215,000 hectares of forest were **destroyed**.

Air **pollution** — it is thought that one third of the *deaths* caused by the heatwave in the UK were caused by poor air quality.

Extreme snow and **glacier**-melt in the European Alps led to rock and ice avalanches in the mountains.

2. About 24,000 people died during the record-breaking heatwave in Europe in August 2003. People **suffered from** a lot of conditions: a) *Dehydration;* b) Heat-stroke (цеплавы ўдар); c) Drowning; e) *Sunburn*.

die (v) – паміраць death [deθ] (n) – ?

1. On hot days our bodies may not be able to keep cool enough, and our body temperature may rise. This can lead to headaches, dizziness (галавакружэнне) and even death.

2. This is the loss of water from our bodies. It can cause tiredness and problems with breathing and heart rates.

3. Damage to the skin which can be painful and may increase the risks of getting skin cancer.

4. Some people drowned when trying to cool off in rivers and lakes.

drown [draʊn] (v, i) – to sink under water and die

3. The heatwave had a number of social effects on

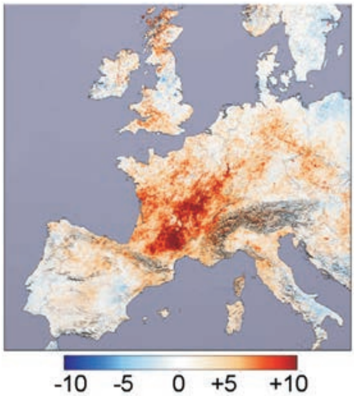
A) **agriculture,**

B) transport,

C) tourism.

Shortages of drinking water occurred in several countries, including some parts of the UK.

1. Many parts of the UK had higher levels of tourism as people decided to *holiday* in the UK while the weather was unusually dry and hot.



Temperature anomaly (C)

2. Many chickens, pigs and cows died during the heat in Europe and crops died in the dry conditions. This led to higher food prices.

3. Some railway tracks bent in the heat. The London Underground became unbearable. Some road surfaces melted. Low river levels prevented some boats from sailing. The London Eye closed on one day as it became too hot in the cabins.

4. Responses to the heatwave

- France asked for aid from the European Union[1] to deal with the effects.

[1] European Union [ˌjʊərəˈpiːənˈjuːnjən] – Еўрапейскі Саюз (ЕС)

- A temporary ban on using hose pipes[1] was introduced because of water shortages in several countries, including the UK.
- TV news, Internet and newspapers informed the public on how to cope with (справіцца з) the heat — drinking plenty of water, wearing cool clothing, and staying in the shade (у цені) in the middle of the day.
- In the UK speed restrictions[2] for trains were introduced when the temperature was above 30 °C. This was to help avoid trains derailing.
- Workers around Europe changed their working hours. Some started earlier.

1b. Read Parts 2 and 3 again and match the letters with the numbers.

1c. Guess what the words in bold mean. Compare with the rest of the class.

1d. Match the word and its definition.

1. **impact** [ˈɪmpækt] **on** (n)	a. to damage something so badly that it no longer exists or can never return to its normal condition
2. **level** (n, c/u)	b. a situation in which you do not have any, or enough, of something that you need or want
3. **lack of** (n, u)	c. an effect, or an influence
4. **destroy** [dɪˈstrɔɪ] (v, t)	d. a definite height
5. **pollution** [pəˈluːʃ(ə)n] (n, u)	e. the work, business, or study of farming
6. **glacier** [ˈglæsɪə] (n, c)	f. a reaction; an answer to a question in a test, quiz, etc.
7. **suffer** [ˈsʌfə] **(from)** (v, i)	g. the process of damaging the air, water, or land with chemicals or other substances

[1] a temporary ban on using hose pipes – часовая забарона на выкарыстанне шлангаў для паліву

[2] speed restrictions [rɪsˈtrɪkʃənz] – абмежаванні па хуткасці

8. **agriculture** [ˈægrɪkʌltʃə] **(n, u)**	h. a very large mass of ice that moves very slowly
9. **shortage** [ˈʃɔːtɪdʒ] **(of)** **(n, u)**	i. to feel pain in your body or your mind
10. **response** [rɪˈspɒns] **(to)** (n, c)	j. a lack of something that you need or want

2a. Read the information about the heatwave of 2010. Is it more or less disastrous than the heatwave of 2003?

“The Great Russian Heatwave of 2010 is one of the most intense, widespread, and long-lasting heatwaves in world history. From late June to late August, Russia experienced its worst heatwave on record.

Moscow – the country’s capital and most populated city with over 10 million – experienced 62 days with above average high temperatures. ‘A heat like that hasn’t been observed or recorded within 1,000 years. This phenomenon is absolutely unique,’ said Alexander Fralow, Head of Russia’s weather service.

Only the European heatwave of 2003, which killed 35,000–50,000 people, and the incredible North American heatwave of July 1936, which set all-time extreme highest temperature records in fifteen U.S. states, can compare. All of these heatwaves were caused by a jet stream that remained locked in place for over a month. The jet stream is an upper-level river of air, between the altitudes of about 10,000–12,000 meters.”

2b. All heatwaves have similar impacts. What must have been the impacts of the Great Russian heatwave?

2c. What effects of the Great Russian heatwave do you know about?

3a. In pairs discuss the following questions.

- Are heatwaves disastrous?
- What are their impacts?
- What do people suffer from during a heatwave?
- How do people cope with the impacts of heatwaves?
- What do you personally suffer from during a heatwave?

3b. Work in pairs. Do you remember any heatwave in Belarus?

1. Change the questions in ex. 3a to the Past Simple.
2. Answer them.

3c. Write 8–10 sentences about a heatwave in Belarus.

Lesson 5. How devastating are natural disasters?

1a. With your class brainstorm the devastating effects which can be caused by natural disasters other than a heatwave.

1b. Read the list of natural disasters impacts and compare them with your ideas.

- kill / drown / **injure** people and animals,
- **sink** boats and ships,
- cause flooding / landslides / mudslides (гразевыя патокі),
- destroy bridges / houses / businesses,
- damage crops / buildings / railways / plants / beaches,
- break pipelines (трубаправоды),
- down electricity lines / forests,
- **disrupt** transport work / roads / highways,
- cause crime (злачыннасць), begin looting homes (марадзёрства) / businesses / banks / shops,
- lose jobs / homes / businesses,
- be left without electricity,
- cause lack of food,
- cause shortages of water,
- uproot trees (вырываць з коранем), strip trees (абломваць галіны),
- blow away houses / cars / kiosks / roofs,
- pick up / lift up (узнімаць) people and cars and drop (кідаць) them,
- wash out roads,
- roll cars and people downstream (па плыні патока),
- **repair** or strengthen houses / defense (ахоўныя) walls / roads,
- put out the fire,

- clean **debris**,
- develop a warning system / give a warning / spread a warning,
- get aid (from),
- cope with,
- **rescue** people,
- evacuate [ɪˈvækjʊeɪt] people.

sink [sɪŋk] **(v, i)** – to disappear below the surface of the water

sink **(v, t)** – to make something, especially a boat, disappear below the surface of the water

1c. Match the words and their meanings.

1. **disrupt** [dɪsˈrʌpt] **(v,t)**	a. the broken pieces that are left when something large has been destroyed
2. **repair** [rɪˈpeə] **(v,t)**	b. to disappear below the surface of the water
3. **debris** [ˈdebriː] **(n,u)**	c. to save someone from a dangerous or unpleasant situation
4. **rescue** [ˈreskjuː] **(v,t)**	d. (often passive) to hurt someone and cause damage to their body
5. **injure** [ˈɪndʒə] **(v,t)**	e. to interrupt or destroy the structure of something
6. **sink** [sɪŋk] **(v,i)**	f. to fix something that is broken or damaged

1d. Copy the table and write the list of the possible effects in four groups. Which group is the largest?

Physical impacts	Cause flooding, ...
Human effects	Cause great human losses – kill or injure people, ...
Social effects	Sink boats and ships, ...
Responses to the disaster	Repair or strengthen houses, ...

2a. Work in groups. Look at the titles of the texts about natural catastrophes and choose one of the texts to read.

2b. Read your text and prepare 3–5 sentences to tell the rest of your group about the disaster.

1. Hurricane Katrina



At least 1,500 people were killed and around $300 billion worth of damage was caused when Hurricane Katrina hit the south-eastern part of the USA. Arriving in late August 2005 with winds of up to 127 mph, the storm caused widespread flooding.

Hurricane Katrina crossed the Gulf of Mexico and hit New Orleans, a coastal city with huge areas below sea-level which were protected by *defense* walls, called levees [ˈlevɪz]. The hurricane's huge waves generated by the wind, broke the levees allowing water to flood into New Orleans, and up to 80% of the city was flooded to depths of up to six metres.

2. Bush fire near Australia's Perth



A large bush fire occured on December 1, 2010 in Karnup, South of Perth, Australia.

Strong winds were making it difficult for firefighters to control the fire and authorities said they were widening containment (якія стрымліваюць) lines. They said they were expecting winds to increase.

Temperatures reached 36 degrees Celsius in the region on Tuesday, November 30, and strong winds fanned the flames.

The fire burnt at least 250 hectares, and is believed to have been deliberately (наўмысна) lit.

Authorities spread warnings for the residents of towns around Karnup as waterbombers were deployed to control the fire.

3. 2010 Gansu mudslide

The 2010 Gansu mudslide, which occurred at 12 midnight on 8 August, was the most deadly individual disaster among



the 2010 China floods. It was caused by heavy rainfall and flooding in Gansu Province. The mudslide killed more than 1,471 people, while 1,243 others were rescued and 294 missing people were later presumed dead. Over 1,700 people were evacuated and had to live in schools.

It was a densely populated place, with 50,000 people and an area of 2 km^2. After heavy rain, there was a buildup of water behind a dam of debris, blocking a small river to the north of the city of Zhugqu. When the dam broke, around 1.8 million cubic metres of mud and rocks flooded the town, in a wave up to five storeys high, covering more than 300 low homes and burying at least one village. The mudslide left an area 5 km long, 300 meters wide with average mud thickness of 5 metres.

4. Earthquake in Japan, March 11, 2011



A massive 8,9-magnitude quake hit northeast Japan on Friday, March 11, 2011, causing tens of deaths, more than 80 fires, and a 10-metre tsunami along parts of the country's coastline. It struck about 400 km from the capital at a depth of 32 km. The tremor hit at 14.46 local time (05.46 GMT). Seismologists say it is one of the largest earthquakes to hit Japan for many years. There were powerful aftershocks.

Strong waves hit Japan's Miyagi and Fukushima prefectures damaging dozens of coastal towns and villages. Kyodo news agency said a 10-metre wave struck the port of Sendai in Miyagi prefecture. Japan's television showed a massive wave of debris-filled water sweeping away buildings, cars and ships and reaching far inland.

2c. In your table of possible effects (ex. 1c) underline what other impacts must have happened or might have happened (ex. 2b).

2d. Exchange the information with the other students from your group.

1. What do you know about these natural disasters?
2. What must or might have happened?
3. What do you think and feel about the impact of these natural disasters?

3. Discuss with your class the following questions.

- Which was the most disastrous catastrophe?
- Which caused the greatest damage?
- Which caused the greatest life loss?

4. Role play "Setting up a charity organisation".

A. Read the following brief information and answer.

1. What was the weather like? 2. What did the volunteers do to help?

Winter in Britain 2010–2011



The winter of 2010–2011 brought heavy snowfalls, record low temperatures, travel chaos and school disruption to Great Britain and Ireland. A maximum snow depth of 60 cm was recorded on 1 December in the Peak District and Sheffield. Scotland and Northern England were most affected.

Several local temperature records were broken including a new record low for Northern Ireland of –18,7 °C recorded on the 23rd December 2010.

As snow blizzards swept across much of the UK, Red Cross response teams, including volunteers and staff, worked round the clock to help those caught up in the bad weather. They delivered meals on wheels to elderly residents, transported patients to and from hospitals. They dealt with all kinds of snow-related incidents, including: broken legs, nasty injuries from falls and road traffic accidents.

B. **Divide the class into 2 groups.**

1. People who want to organise charity. You present information about the disaster to show that help is needed.

2. Community people, who are ready to be volunteers to cope with the problems. You listen to the information, ask questions and say what you can do to help your community.

C. **Each group takes down notes and gets ready with their tasks.**

D. **The groups take part in the role play.**

5a. **Make a brochure of a charity organisation to attract people's attention to the disaster and give aid. Work in groups.**

5b. **Present your brochures and compare them. Which charity can collect more aid?**

Lesson 6. Weather extremes in Belarus

1. **Look at the photos and say what disasters happen in Belarus. What are their impacts on people's life?**





2a. **Read and answer:** ***Were the floods in Minsk disastrous?***

Floods in Minsk

July, 2009

When in some places it was hot even to breathe, in other places there were floods. This is what happened in Minsk, Belarus. Heavy rains literally turned the city into Venice. The water was everywhere: in the metro, on the roads, in the buildings, on transport. The shower disrupted traffic and normal life.



Several streets in Minsk were flooded after the heavy shower. The usual place for such floods is Nyamiga Street, one of the lowest places of the city. The traffic here was disrupted for more than an hour. The rescuers had to help people to get off buses and cars. Kamarowsky Market has flooded as well.

2b. Speak about the impact of the floods in Minsk.

3a. Brainstorm safety rules during a flood.

3b. Read and compare with your ideas.

Floods and flash floods

– If the weather forecast is for heavy rain, stay at home.

– If you are going to camp, plan ahead. Choose / pick high ground for your camp.

– If you are camping, watch for signs of rain.

– Know how to get to even higher ground if necessary. Remember, seconds count. Flash floods move with lightning speed!

– If there is heavy lightning, stay off hilltops and follow other lightning safety rules.

– Stay off bridges and roads under water, as they can be washed out.

– If you are in a car and become washed away by water, get out and try to swim to higher ground if you can.

4a. Look at the pictures and say what safety rules they are. Write the rules.





4b. Listen and check lightning safety rules.

5a. **Look through the statistics data about disasters in Belarus and make a report on the topic.**

Belarus – disaster statistics

Disaster	Date	Affected people	Killed people	Economic damage
Flood	1993	40,000	–	100 mln
Storm	1997	21,390	5	33 mln
Flood	1999	2,000	2	4.38 mln
Extreme temperature	2000	–	–	30.3 mln
Extreme temperature	2006	1,820	5	–
Storm	2007	–	–	10 mln

Help box. the most frequent disasters, occur, sometimes, affect, cause big economic damage, cost, take time, repair the damage

5b. Read about natural disasters in the world in 2010. Compare the situation with that in Belarus.

Last year saw a huge rise in the number of natural catastrophes and in the number of people affected by the disasters.

950 natural disasters were recorded in 2010. The most disastrous of them include the Haiti [ˈheɪtɪ] and Chile [ˈtʃɪlɪ] earthquakes, Pakistan's [ˌpɑːkɪˈstɑːnz] floods, the Great Russian heatwave, the drought and forest fires caused by the hot weather, the volcano eruption in Iceland which caused huge disruption to air travel across western and northern Europe for six days at the beginning of April 2010.

The catastrophes killed more than 300,000 people from all over the world and the economic loss worldwide is believed to be 222 billion dollars.

The most dangerous was the American continent, where 365 disasters occurred last year, followed by Asia with 310 catastrophes. Europe broke its own record in the number of catastrophes with 120 last year. 90 disasters happened in Africa, and 65 in Australia and Oceania.

5c. Write a report about natural disasters in Belarus.

Lesson 7. What's happening to weather and climate?

1. With your class answer the question of the lesson.

2a. Read the information from newspapers and the Internet. Do you think global warming is really taking place in the world?

"This year has become the tenth warmest year recorded globally (the records began in 1850). The top 10 warmest years globally were: 1998, 2005, 2003 (remember the year?), 2002, 2004, 2006, 2007, 2001, 1997 and 2008. Do you notice something here? Beyond all doubt[1] *global warming* is here. For us in Britain and Ireland it is hard to believe that the summer of 2008

[1] Beyond [bɪˈjɒnd] all doubt [daʊt] – безумоўна

was so hot that it might be considered a scorcher [ˈskɔːtʃə] in some parts of the world.

This year also saw the lowest Arctic Sea ice level recorded during the melt season. Satellite mapping of the ice cover began in 1979. Less ice cover reflects (адбівае) less sunshine, which means that the Arctic Sea will absorb (паглыне) more sunshine. The Arctic region is becoming warmer. It speeds global warming."

The Sunday Times. 1.12.08

speed (n) – хуткасць speed (v) – ?

"It is thought that the period of extreme heat in August 2003 was the warmest for up to 500 years, and many European countries experienced their highest temperatures on record. Summers as hot as 2003 could happen every other year by the year 2050 as a result of climate change due to human activities."

MetOffice, UK

2b. In pairs discuss other examples of global warming. Compare them with the rest of the class.

3a. Look through the article from a BBC website 'Q&A: Climate change' and match the titles to parts of the article.

1. How much will temperatures rise?
2. What is the "greenhouse effect"?
3. How will the weather change?
4. What is the evidence (сведчанне) of global warming?
5. How will climate change influence people's life?

A. The planet's climate is constantly changing. The global average temperature is currently in the region of 15 °C. Geological research shows that in the past this average may have been as high as 27 °C and as low as 7 °C.

But scientists are worried that the natural slow climate change has been replaced by a rapid warming caused by human activities. It might seriously affect the stability of the climate on which life on our planet depends.

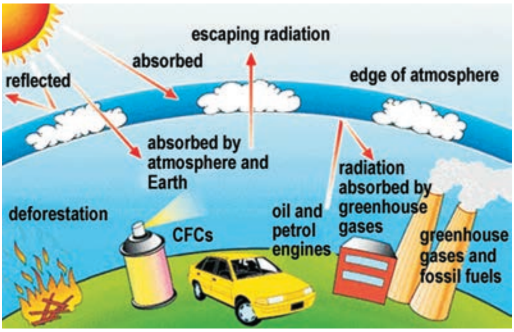
Temperature records go back to the late 19th century and show that the global average temperature increased by about 0,6 °C in the 20th century.



Sea levels have risen 10–20 cm which is caused mainly by the expansion (пашырэнне) of warming oceans.

Most glaciers in temperate regions of the world and along the Antarctic Peninsula are in retreat (адступаюць); and records show Arctic sea-ice has thinned by 40% in recent decades in summer and autumn.

B. Global warming is also explained by the greenhouse effect. The greenhouse effect refers to (адносіцца да) the role played by gases which effectively trap energy from the Sun in the Earth's atmosphere. Without them, the planet would be too cold to have any form of life as we know it.



The most important of these gases in the natural greenhouse effect is water vapour, but concentrations of that are changing little and it plays almost no role in modern human-induced greenhouse warming.

Other greenhouse gases include carbon dioxide [ˌkɑːbən daɪˈɒksaɪd], methane [ˈmiːθeɪn] and nitrous oxide [ˌnaɪtrəs ˈɒksaɪd], which are thrown into the atmosphere by modern industry [ˈɪndəstrɪ] and agriculture.

Their concentration in the atmosphere is going up – the concentration of carbon dioxide has risen by more than 30% since 1800.

C. The majority of climate scientists accept the theory that an increase in these gases will cause a rise in the Earth's temperature, and say that human activites are to blame (вінаватыя).

If nothing is done to reduce emissions[1], scientists predict a global temperature rise of 1,4–5,8 °C by 2100.

D. Globally, we can expect more extreme weather events, with heatwaves becoming hotter and more frequent.

Scientists predict more rainfall overall, but say the risk of drought in inland areas during hot summers will increase.

More flooding is expected from storms and rising sea levels.

However there might be very strong regional variations in climatic conditions, and these are difficult to predict.

E. The predictions are not optimistic. The potential [pəˈtenʃ(ə)l] impact is huge, with predicted freshwater shortages, big changes in food production [prəˈdʌkʃ(ə)n] conditions, and increases in deaths from floods, storms, heatwaves and droughts.

Poorer countries, which are least equipped to deal with such a quick change, will suffer most.

Plant and animal extinctions[2] are predicted as habitats change faster than species can adapt, and the World Health Organisation has warned that the health of millions could be threatened by increases in malaria, water-borne disease, and poor nutrition.

3b. Give a 3–4-sentence answer to each of the questions. Discuss them in pairs. Check with the class.

3c. Read what skeptics say and prepare an answer to them. Act out the talk between two groups. Group 1 is the skeptics. Group 2 is sure global warming is occurring.

Global warming “sceptics” fall into three wide camps:

- those who say temperatures are not rising;
- those who accept[3] the climate is changing but think it is largely a natural change;
- those who accept the theory that warming is caused by human activities, but say it is not worth dealing with as other global problems are more pressing.

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[1] reduce [rɪˈdjuːs] emissions [ɪˈmɪʃ(ə)nz] – зменшыць выкіды
[2] extinction [ɪkˈstɪŋkʃ(ə)n] – знікненне
[3] accept [əkˈsept] – прымаць, дапускаць

4a. Can you do anything to stop or to slow down global warming? Brainstorm ideas on the topic.

4b. Compare your list with the one below.

What can I do?

You throw out greenhouse gasses into the amosphere as a result of using energy to drive, using electricity to light, heat or cool your home, to entertain you, to grow crops and raise cattle to give you food and to cook this food later, to give you clean water. This list is only an example and could be much longer.

How can you use less energy?

- Insulate (уцяпляйце) your windows and home, use energy saving lights, heating and cooling equipment, save water, especially hot water.
- Be smart (clever) when watering your garden – water it during the coolest part of the day, early morning is the best.
- Take a shower instead of a bath.
- Turn the water off while shaving or brushing teeth.
- Do not use your toilet as a waste basket – water is wasted with each flush. A leaky toilet can waste 900 litres of water per day.
- Repair all toilet and tap leaks (краны, якія працякаюць) right away.
- Reuse and recycle glass, plastic, metal and paper. Remember: you will help the environment, as well as save your money on energy bills.

5. Organise a conference on global warming.

A. Prepare participants on the following topics.

Evidence of climate change and global warming.
A disastrous year – 2010.
The causes of global warming.
The impacts of global warming.
How global warming can be slowed down.

B. All participants prepare questions about the topics of the conference.

C. Prepare a resolution of the conference:

1) briefly describe the problems and explain what causes them;
2) briefly describe the effects of global warming;
3) describe the actions you can take to slow down the processes;
4) write down and read the resolution;
5) read the resolution and vote for it.

Lesson 8. Sharing family stories

1. Discuss with your class the following questions.

- Have you ever been caught in a storm?
- Was it disastrous?
- How did you feel?

2. Children were asked to interview their relatives about a disastrous event. Write the questions which the children asked. Can you guess in what order were they asked?

A. there / Was / that / anything / had / it / done / to be / after?
B. any / there / Was / part / it / about / good?
C. this / happened / What / to / make / a day / memorable?
D. think / So / do / you / what / was / part / of / the worst / this?
E. weather / did / your / occur / When / story?

3a. Listen to the interview "Brule River Flood" and mark the order of the questions.

3b. As you listen to the story again, think how you would answer these questions.

- How would you feel if you were in this weather event?
- Would you do anything differently to make sure you stay safe?

4. Read the part of the interview in which the person tells us about what happened. Answer the questions.

1. What were the impacts of the disaster?
2. How did the people feel?

3. What did they do?
4. What safety rules did they observe?



Well, we were getting a lot of rainfall. Our electricity went out during the night. When I got up in the morning there was no power. I could see that the weather was bad so right away I tried to call people to see how it was affecting them and whether they knew if there was going to be school or not.

Well, everybody I called had a cordless (бяздротавы) phone; they don't work when there's no power. So then I decided what I had to do was to go out in the car and turn on the car so that I could listen to the radio out there. I listened to the radio and found out that school was closed because of the flooding.

So it was me and my three kids at home. My oldest son had just gone through major surgery (быў прааперыраваны) and had to lie on the couch. He couldn't get up, he was in a lot of pain. Of course with no power there's no TV, no heat, no water. You can't flush the toilet. There're no video games, no radio or anything like that. So I decided since my oldest son was sick and my other kids were younger that I'd better not go to work that day so I went there and told them I couldn't come in to work.

We spent the day hanging around in the living room wrapped in blankets. It was getting colder and colder in the house. And we just sat. We read a lot. We read aloud and we read to each other. And we made sandwiches and ate them.

During this time I was watching the water level in the basement because we were really getting a lot of rain and we need to use a pump in our basement to keep the water out of it. Well of course with no electricity our pump went out. The water was coming up in our basement and finally it got to be about 15 cm deep down there and so things were floating around. It was getting kind of bad down in our basement.

In the afternoon we decided we were cold and we were getting bored with other things so we decided to go for a

ride. We drove down to the Brule and we were astonished to see that the Brule River was flooding its banks and had come up over one of the bridges, and that was a sight I'll never forget.

5. Ask your relative or somebody you know the questions (see ex. 2, 4) and write their answers.

Lesson 9. Amazing friendship

1. Read the story and think of a title for Part I. Discuss with your class. Give your arguments for your choice.

Owen and Mzee

Part I

Little Owen and his family lived along the shores of the Sabaki River where they ate the plants and grasses. The Sabaki flows into the Indian Ocean about 50 miles from Mombasa. Owen was just about a year old but he already weighed more than 270 kg.

Just before Christmas the unseasonably heavy rains near Malindi town washed a family of hippopotamuses down the Sabaki river and out to sea. The residents of the town tried in vain to make the family come back. They waded back and forth between the grassy shore and the sea until the day after Christmas when the Tsunami came.

The Tsunami began in a place called Banda Aceh in Thailand, Indonesia, on December 26th. Aceh is on the other side of the Indian Ocean far away from Kenya. Many, many people were killed and there was so much damage it is just terrible to think about. The giant wave also travelled 4,000 miles clear across the Indian Ocean at the speed of a jet (рэактыўны самалёт).

About 12 hours later the Tsunami reached Kenya and the east coast of Africa. It did not hurt as many people or do as much damage as in Indonesia, but it was very scary. When the Tsunami hit Malindi, the sea turned angry, the sky



clouded over and for a moment the hippos disappeared and were forgotten as all efforts went to rescuing the stranded (які сядзіць на мелі) fisherman.

The next day only one hippo could be seen. It was the baby and he was stranded on the reef. As the water level kept rising and falling Owen tried to get back to shore but couldn't. He was stuck on the coral reef. The water was too shallow for him to swim, and because he weighed so much the coral kept crumbling (крышыўся) as he tried to wade back to safety.

Soon many villages heard there was a baby hippo stranded in the ocean and they came to help rescue Owen. At first they tried to catch Owen with their fishing nets. But Owen was scared and confused (збіты з толку). He kept running away from them. He probably thought they were trying to hurt him. When they finally caught Owen he broke through their fishing nets.

Next the villagers borrowed[1] shark nets from a fisherman. The shark nets were much stronger than regular nets. For hours they chased (ran after) Owen around the coral reef. Owen was getting very tired and hungry and thirsty[2], but he did not want to be caught.

Finally a few men with the shark nets surrounded the baby hippo in the shallow waters. It was a brave man by the name of Owen who actually dealt with the hippo during the rescue. That's how Owen got his name.

2. Give titles to each paragraph of Part I.

3. Write the contents of each paragraph in 1–2 sentences.

4. Explain what you see in the picture.

5. What natural disaster does the story tell you about? What do you remember about this catastrophe? Work in pairs, then check with the whole class.

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[1] borrow [ˈbɒrəʊ] – пазычыць
[2] Owen was getting … thirsty – Owen wanted to drink.

Part II

1. Read the story and think of a title for Part II. Discuss with your class. Give your arguments for your choice.

After the rescuers caught Owen in the nets it was still hard to drag Owen back to shore because the water was too shallow and Owen weighed so much. He was dragging on the bottom getting little cuts from the sharp coral. Things didn't look good for Owen. Many of the villagers thought he might die. There were nearly a thousand people on the shore who gathered to watch the rescue.

Something strange happened next. When all seemed lost, suddenly the water level rose just high enough to lift Owen from the bottom of the sea and pull him back to the shore. When Owen and his rescuers reached the shore all the villagers cheered. Their shouts could be heard miles away. This probably scared Owen even more.

Owen was tired, scared, hungry, thirsty and quite angry. No one knew what had happened to the rest of his family. Now Owen was alone. But there were still some big questions. Where would Owen live? And who would take care of him?

Baby hippos usually stay with their mothers for four years. And it was not possible to put him with another herd of hippos, as the oldest male would fight him, and Owen was too small to protect himself.

Owen's rescuers knew about Haller Park which was a nature preserve, and called to see if they had a home for Owen. The people from Haller Park agreed to take on Owen. Some people prepared a place for Owen to live. They had to fix the fence, fill the pond, and bring grass for Owen to eat. Others had to go to Malindi to pick up Owen.

It was a two-hour trip, full of adventures, which safely finished at night, when Owen arrived at Haller Park.

The people were very excited to meet Owen, and they gave him a warm welcome, though [ðəʊ] it took a long time to untie Owen and get him off the truck (з грузавіка).

But then everybody could see that poor Owen was really missing his mother and his father. To everybody's amazement the first thing Owen did was come up to Mzee, a 130-year-old tortoise who was just minding his own business. Mzee hissed



(зашыпеў) at Owen. But Owen did not give up. He just kept following Mzee around. Mzee really wanted nothing to do with him.

want nothing to do with somebody – have a wish not to have any relations with somebody

But after a while Mzee began to accept his new companion. When Mzee went to sleep on the first night he woke up in the morning with Owen lying right beside him.

Now Owen and Mzee are inseparable. Owen usually follows Mzee around but sometimes Mzee will follow Owen. They sleep together, they swim together, and they eat together.

2. Give titles to each paragraph of Part II.

3. Write the contents of each paragraph in 1–2 sentences.

4. Work in pairs. Explain what you see in the photo.

5. Discuss in pairs and then with the whole class: *Why did Owen and Mzee like each other? Do you think this friendship will last long?*

6. Why is the lesson called "Amazing friendship"?

UNIT 7

LEISURE TIME

Lesson 1. What's leisure?

1a. Work in pairs. Discuss the questions about how you spend your free time.

- What do you like doing in your free time?
- Do you stay at home, or do you go out?
- Do you prefer to spend your free time with your family or with your friends?
- Where do you prefer to hang out with your friends?
- Do you try out local activities, or do you travel to other places? Why?

1b. Compare your answers with the rest of the class.

1c. Work in pairs. Complete the definition of leisure, and then work out your class definition.

Leisure [ˈleʒə], or free time, is the time spent on …

2a. Read the definitions of leisure and compare it with your class definition. Which is better?

Leisure or free time is a period of time spent out of work and domestic activity. It is also the period of **recreational** [ˌrekrɪˈeɪʃ(ə)nl] time before or after compulsory (абавязковыя) activities such as eating and sleeping, going to work or running a business, attending school and doing homework or housework. Leisure time is the time when you can forget about day-to-day stress and stressful activities and relax. These activities can be our hobby.

2b. Guess the meaning of the words in bold.

3. **With your class complete the list of recreational activities.**

Swimming, fishing, walking, yoga ...

4a. **Read the list of the recreational activities below and compare them with your list. Which of them would you do in your leisure time with pleasure? Which of them would help you to relax?**



Skiing, walking, *jogging*, swimming, fishing, boating, *pedal boating*, dancing, collecting coins, *making model cars*, **knitting**, **sewing** [ˈsəʊɪŋ], *painting*, yoga, **embroidery** [ɪmˈbrɔɪdərɪ], *making candles,* reading, cooking, watching TV, watching movies, roller-skating, **scuba diving**, *skate-boarding*, **aerobics** [eəˈrəʊbɪks], **photography** [fəˈtɒgrəfɪ], **design** [dɪˈzaɪn].

4b. **What do you think about each of them?**

Help box
I think ... is *exciting*.
fascinating, entertaining, fun, interesting, useful, boring, common, widespread, stupid, uninteresting, difficult, unreal.

For this activity *you need* / *you have*
to be really skillful / to be dedicated / to be patient / to have a lot of money / to have a lot of time.

5a. Work in pairs. Answer the questions about leisure time activities in your life.

1. Is leisure time important in our life? Why?
2. Do you have a lot of leisure time? Why or why not?
3. Which recreational activities have you tried in your life?
4. Which of them did you prefer? Why?
5. What is your favourite hobby or recreational activity at the moment? Do you think it will be your favourite for a long time? Why or why not?
6. What other leisure time activities would you like to try?

5b. Report the most interesting answers to the class.

5c. Write the answers to the questions.

Lesson 2. How can you avoid boredom?

1. Read the following opinions about recreational activities. Which of them do you share? Why?

1. Having hobbies and spending time on recreational activities are positive ways to keep the mind active, body energetic and emotions under control.
2. If you have hobbies and interests, your life is exciting.
3. Hobbies are really valuable at weekends and during the holidays.
4. If you develop a keen interest in many things and do whatever brings you joy and relaxation, you will find life exciting, *stimulating* and *meaningful*. It doesn't matter (не мае значэння) what age you are, because there is always something that you can learn, do and try.

2a. Read the extracts from a *Leisure time* magazine "How to avoid boredom" and match them with pieces of advice.

First of all, boredom is a state of mind (стан розуму). It doesn't happen all the time. You are bored because you don't know what to do with your time, can't find anything interesting to do, or because you don't like what you are doing.

So the simplest solution to **avoid** boredom is to find something interesting to do. There must be several things that you enjoy doing or would like to try either alone or with a friend. Ask yourself what they are and list all of them. After you've done it, choose one from your list, and do it. Are you still bored?

1. If your home is in a mess (у беспарадку), your mind and your emotions are in a mess too.
2. You can invite your friends or family to share your new dish with. They might be pleasantly surprised.
3. You can decide on making candles, knitting, cross stitching, that might help you **pass** [pɑːs] **your leisure time** in a pleasant way and **create** [krɪˈeɪt] **something new** you can **be proud of**.
4. Many people play online games as **a cure** [kjʊə] **for boredom**, but don't let this **pastime** dominate in your life.
5. Photography, drawing, painting, scuba diving and playing musical instruments are very special [ˈspeʃ(ə)l] activities that you can do as a cure for boredom.
6. Blogger.com and Wordpress.com are the two most popular blogging platforms. It's easy to sign up and you will have your own blog in minutes. You'll have an opportunity to **communicate** [kəˈmjuːnɪkeɪt] **with** other bloggers.
7. Whenever you are free, read something exciting, encouraging, or anything that will enrich your knowledge.
8. Watch your favourite television shows or films. They can both entertain and enrich your mind and emotions.
9. Go to a leisure centre. These places provide (забяспечваюць) instructors and equipment for different activities like dancing, yoga, aerobics, and many more which can make you feel happy and keep fit.
10. You can go to the cinema, have a picnic, drive to the beach or do anything else under the sky together with a friend.
11. Write down all things that you want to have, do or become. Don't think of whether you can achieve (дасягнуць) them or have them or not. Just keep writing. See what happens.
12. Write down your thoughts, activities, progress [ˈprəʊgres], dreams, aims and emotions. You'll learn so much about yourself when you read it a few months later.







A. Read.
B. Go out with your friends.
C. Develop a new hobby.
D. Start a blog.
E. Tidy up.
F. Play online games.
G. Set your aims.
H. Watch movies.
I. Keep a diary.
J. Try new recipes.
K. Join a health club or gym.
L. Start a new craft project.

2b. Check with your class.

2c. Match the words in bold (see ex. 2a) with their translation.

A. ствараць нешта новае, B. ганарыцца, C. пазбягаць, D. лекі ад маркоты, E. мець зносіны з, F. правядзенне часу, G. праводзіць вольны час.

2d. Work in pairs and answer the questions about the pastimes, described in ex. 2a.

a solution [səˈluːʃ(ə)n] **to** a problem – вырашэнне праблемы
a cure **for** (лекі ад) something

1. Which of the activities are indoor and outdoor?
2. Which of them can you do alone or in company?
3. Which of them can you do in fair weather or in rainy weather?
4. Which of the activities leave you cool?
5. Which of the activities could help you to weather the storm?
6. Which activities can help you create something new and original?

2e. **Split into pairs or groups and discuss the benefits (карысць) of all the activities.**

Model: Reading can really help you pass your time in a pleasant way. It can be very entertaining. But it's not only a cure for boredom, it also has a lot of benefits: it can help you avoid stress. After you have relaxed, it will be easier to deal with problems and to find solutions to your problems. It can also enrich your knowledge. Reading is a great pastime!

2f. **Work in pairs. Each of you writes the list of activities which might help you avoid boredom. Make a Venn diagram together. Do you share any activities as a cure for boredom?**

bore (n) + **dom** = bore**dom** (n) – маркота

freedom – ?   kingdom – ?

3a. **Read the dialogue and answer:** ***What is the problem? What is the solution to the problem?***

A: I'm bored. Let's jog to kill the time.

B: You must be joking! Do you know the weather forecast for today? The day will start with fog and it will become rainy later.

A: It's just the right weather for jogging. At least it won't be hot. You know there is no bad weather, there are bad clothes.

B: I know, but I don't think that jogging in rainy weather is a good idea. Why don't we go to the cinema instead (замест гэтага)? Let's choose a good film. It'll be the best solution to your problem.

A: OK. I'm glad you've agreed to share the day with me. I've always known you're not just a fair weather friend.

3b. **You are bored. The weather is not the best. Invite your friend to do something together. Make up dialogues. Change the underlined words.**

4. **Write 8–10 sentences to answer the question 'What is your solution to the problem of boredom?'**

Lesson 3. Visiting museums – entertainment or education?

1. Do you agree with the following statement?

Museums can be really fun to go to, especially when they use the latest in interactive technology.

2a. Listen to the talk about visiting museums in the USA and take brief notes about the pieces of advice the speaker gives.

2b. Discuss in pairs what you should do before, during and after a visit to the museum. Compare with the rest of the class.

3a. Read the text and guess the meaning of the words in bold. Check in the vocabulary at the back of the book.

Faith Lapidus: Welcome to the Special English programme. I'm Faith Lapidus.

Today we talk and answer your questions about museums in the United States. Mario Ritter is helping me in this programme.

We have a letter from our listener Tanya Brown who wants to know how to make a visit to a museum a success. Can you share a few secrets with us, Mario?

Mario Ritter: Yes, sure.

Before the visit

Think what you're interested in or what you're studying at school. You'll have an opportunity to **explore** history, art, in other words, to deepen your knowledge about different spheres of life.

Then try to get information about the museum you think might be interesting for you. Find a brochure [ˈbrəʊʃə] or explore the museum's website to learn about the permanent and special **exhibitions** [ˌeksɪˈbɪʃ(ə)nz], **opening times**, **admission** [ədˈmɪʃ(ə)n] **fees** and **discounts** [ˈdɪskaʊnts]. More than half of museums are **free** to the public. It means people don't need to pay. Of those that **charge fees**, 58.7 percent have free days.

At the museum

Find the information desk and ask what exhibitions are on. When you are in the hall, ask if you can touch the **exhibits** [ɪgˈzɪbɪts].

Keep the visit simple and don't try to see everything. It could be better to come again one day. You should try to get to the how and the why of things.

Take a break if you feel tired.

After the visit

Share your experiences with friends and relatives. Think if it has helped you find answers to the questions you came with or make new discoveries.

Faith Lapidus: Thank you very much, Mario.

3b. Discuss in pairs what pieces of advice you agree with.

4a. Listen to the continuation of the talk and say in what order the museums are spoken about.

A


B


C


D


E


A. The Banana Museum, Auburn, Washington
B. The Smithsonian Museums, Washington, D.C.
C. The Hammer Museum, Haines, Alaska
D. Barney Smith's Toilet Seat Museum, San Antonio, Texas
E. The National Mustard Museum, Middleton, Wisconsin

4b. 💿 **Listen to the continuation of the talk and say whether the statements are true or false, then check with your class.**

1. Museums are very popular in the US.
2. The Smithsonian museums are found all over the USA.
3. Most Smithsonian museums are expensive.
4. The opening times in most US museums are from 10 am to 5.30 pm daily.
5. Many museums are interactive learning centres.
6. There are about 31 children's museums in the US.
7. Many US museums are places of fun.
8. The National Mustard Museum has over five thousand kinds of mustard from fifty countries.
9. There are almost four thousand objects in honour of the banana in the Banana Museum.
10. Some of the exhibits in the Hammer Museum come from Ancient Egypt.
11. Barney Smith's Toilet Seat Museum has painted or decorated about one thousand toilet seats from around the world.

4c. Play "The last sentence" game about the museums in the USA.

4d. Read one listener's comment about the programme. Do you share the opinion?

Maki (Japan): Almost all the exhibits which museums display are never found in any museum of my country. Everything is very unusual. And it's funny because what they show is something that ordinary people can collect. But American people built a museum. That's fantastic and it feels American. It was amazing.

5a. Look through the information about some museums in the UK, find answers to the following questions as fast as you can.

- Where can you find combat aircraft (ваенныя паветраныя судны)?
- Which is the biggest world museum of human history?
- Which has a large area for indoor and outdoor displays?
- Which museum has free admission?
- Which museum has discounts?
- When are the museums closed?

The British Museum, London, UK



The British Museum in London is the world's largest museum of human history, culture and art. Its exhibits include Egyptian mummies, ancient books and a lot of objects from the ancient cultures of Mesopotamia and Greece.

Admission

The British Museum is free to all visitors.

Opening times

The Museum is open daily, 10.00–17.30.

Imperial War Museum Duxford



Full of activity and excitement with over six hectares of indoor and outdoor displays giving an unforgettable experience whatever the weather, Duxford is a must.

Duxford houses the American Air Museum, which has a collection of historic American combat aircraft including the B-17 Flying Fortress, B-24 Liberator and the SR-71 Blackbird. It is really amazing!

Opening times

Open daily except 24, 25 and 26 December.
Summer (18 March to 28 October inclusive) 10 am to 6 pm
Winter 10 am to 4 pm.

Admission fees

Adult (person aged 19 to 59) – £13
Senior [ˈsiːnɪə] citizen (person aged 60 years or more) – £11

Discounts – £8

Young person aged 16, 17, 18
Student (over 19 years old)

Registered unemployed (беспрацоўны)
Disabled adult (інвалід)

Free admission

Children under 16 School groups

Portsmouth Natural History Museum



The museum's displays aim to celebrate the variety of life. We have one of the most exciting places in the country for wildlife – the marshes, seashore, woodland, grassland and built-up areas of the city mean we can attract all sorts of different species right to our front door.

Opening times

Open daily except 24–26 December 10 am to 6 pm.

Free admission

5b. Work in pairs. Using the information about the museums make up a dialogue "Calling the information desk" about visiting a museum. Use reported questions.

I'd like to ask if ... I want to know when ... Can you tell me how ...?

Grammar focus

Article with the names of museums / theatres / cinemas, etc.

- **Look at the names of museums (see ex. 4a) and complete the rule.**

We use the definite article with the names of most museums but we sometimes don't use the definite article with the names of museums which have a name of a ... or a ... in them.

- **Read the rule on page 276 and compare the use of the definite article with the names of museums, cinemas and theatres.**

6a. Look at the pictures of Belarusian museums. Explain the use of the articles. Which of them have you been to or would like to visit?



Maxim Bagdanovich's
Literary Museum
→

←
Marc Chagall Museum





The Belarusian State Museum
of the Great Patriotic War



The National Museum of Culture
and History of Belarus

6b. Write about a museum in Belarus you would recommend visiting. Find additional information.

> **Help box**
> I strongly recommend …
> The museum is a home to a huge collection of …
> Its exhibitions are dedicated to …
> There are some rare and … exhibits, which will help you to discover (how) …
> The opening times are from … to …
> Admission is … for children / adults.
> Don't miss the opportunity to visit the museum.
> You will have the experience of a lifetime.

Lesson 4. Can you enjoy simple pleasures?

1. Read the following saying and say whether you agree or disagree with it.

The best things in life are free.

2a. Listen and read the poem and answer: ***What is the author's message?*** **Do you agree with the author? Why or why not?**

What is this life if, full of care[1],
We have no time to stand and stare[2].
No time to see, when woods we pass,
Where squirrels (вавёркі) hide their nuts in grass.
No time to see, in broad [brɔːd] daylight,
Streams (ручаі) full of stars, like skies at night.
A poor life this if, full of care,
We have no time to stand and stare.

(William Henry Davies, a Welsh poet)

2b. **Have a phonetic competition. Read the poem expressively.**

2c. **Look at the words with the letters 'a' and 'i'. Sum up all their rules of reading.**

3a. **Read the letters to an Internet magazine and choose the name of the magazine.**

a. Leisure Time Travel

b. Exotic [ɪɡˈzɒtɪk] Hobbies

c. Nature Lovers



1. There are many beautiful rivers in Florida, but none of them attract me so much or give me the joy of the Crystal. This amazing river, together with two other rivers, snake their way toward the Gulf of Mexico. Within a few miles, the subtropical landscape turns into meadows[3] of grass and then into islands of grass – it is the shallow beginning of the Gulf of Mexico. The waters here are dangerous, as the bottom of the river is very rocky.

---

[1] full of care – поўны клопату
[2] stare – глядзець шырока расплюшчанымі вачыма
[3] meadows [ˈmedəʊz] – лугі

The coastal marshes that surround the rivers have a lot of food for fish. Fish are plentiful here. Everything is quiet, and I can only hear the water splashing against my boat. I put a fly on the line, and it begins its beautiful journey. The fly sinks deep. A moment later the rod bends (згінаецца), and the water erupts in an explosion. The air is full of fish. The beautiful fish is at the side of the boat. I admire the silver fish with its huge eyes staring at me, and after a short moment I let it go back to the waters of the gulf.

The weather is absolutely marvellous. The water is clear and flat and shines in the sun. I can see right to the bottom and watch the turtle (прэснаводная чарапаха) in the river.

It is times like this that you wonder what you have done right in your life to have such a fabulous gift.



2. I enjoy vegetable gardening. I really think it's a relaxing recreational activity.

You can use your backyard or front lawn[1], but if you are living in a flat, you might have to grow your vegetables or herbs in containers on your windows or on the balcony.

You should take into account that most plants want lots of sunshine, regular watering, support and rich soils (глебы). All of them will need your care, some of them more, some less. But of course you have to look at the amount of time you have, before you decide what type of plants you want to grow. If you are a beginner, growing peas, carrots, cucumbers and beans are the easiest.

But there are a few benefits as well. You will enjoy the fruits of your labour, save some money on buying vegetables and eat fresh and healthy food.

3. I am a dedicated mushroom-picker all through the summer to autumn. For some it is sport, for some it's a matter of some extra money. For yet others, it's the way to spend some good time with family, among beautiful woods, which have prepared

[1] lawn [lɔːn] – лужок

a gift for you. There's a special feeling when you find the first mushroom – you feel you must take part in the mushrooming fun and give it up only when the basket is full[1]. If you decide to join the fun, be careful. There are some dangerous ones too. Unfortunately, there are more of them than good ones. For example, mushmires [ˈmʌʃmaɪəz], which have red caps with white spots on them. Eating one could result in serious health problems.

We usually go for yellow chanterelles [ˌʃɑːntəˈrelz]. You can seldom mistake them for (палічыць за) anything else. But the best of course are penny buns, or 'bennies'. There's a number of recipes to cook mushrooms. My favourite is mushroom sauce. It's cooked mushrooms, which are then baked in the oven with melted butter mixed with sour cream, onions, and spices like salt, pepper, garlic, dill ... Can you share your recipe?

3b. Answer the questions in pairs.

1. Which of the letters is the most poetic? How do you understand it?
2. Which is the most emotional?
3. Which is the least emotional?
4. Which is practical?
5. Which describes a close link with nature?
6. What are the benefits of each of these pastimes?
7. Can you cook mushrooms? Share your recipe.
8. Have you ever participated in fishing, gardening or mushroom hunting?
9. What other leisure time activities are linked with nature?
10. Are you a nature lover?

[1] give it up only when the basket is full – перастаць збіраць, толькі калі кошык поўны.

3c. In pairs describe your personal experiences connected with one of these activities.

3d. Report to the class. Are you a class of nature lovers? What activity do you prefer?

4. Role play "A nature outing". Work in groups of three: A – a nature lover; B – his or her sister, brother, cousin, friend; C – his or her parent. Imagine you are getting ready to go picnicking, fishing, camping, walking, or mushroom-picking.

A. Choose one of the activities, decide what season it is and discuss with your group

- where and when you'd like to go,
- what you want to do there,
- what you need to take,
- what you need to put on,
- the weather forecast,
- safety rules.

B. Get ready with all the dialogues.

C. Act out your role play.

D. With your class decide which is the most popular activity, weather and season.

5. Add your own letter to the Internet magazine *Nature lovers*. Write 10 sentences about your favourite leisure time activities linked with nature (see ex. 3a).

Lesson 5. Is reading and watching films your leisure time activities?

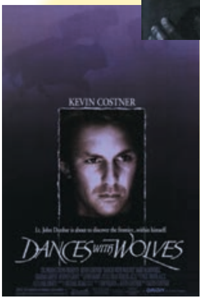
1. Discuss with your classmates book and film genres that they prefer. What are the most popular ones?

2a. Read the information and guess the genres of the films. Listen to the talk at a CD shop. In what order are they talking about the films?

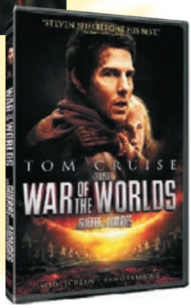
Science fiction	Action	Romance	Adventure











A. **Dances with Wolves.** Director Kevin Costner. Starring: Kevin Costner, Rodney A. Grant.
B. **Casino Royale** [rɔɪˈɑːl]. Director Martin Campbell. Starring: Daniel Craig as James Bond.
C. **War of the Worlds.** Director Steven Spielberg. Starring: Tom Cruise as Ray Ferrier.
D. **Gone with the Wind.** Director Sam Wood, Victor Fleming. Starring: Vivien Leigh [liː], Clark Gable.
E. **Robin Hood Prince of Thieves.**[1] Director Kevin Reynolds. Starring: Kevin Costner, Morgan Freeman.

2b. Match the sentences (there can be more than one) to the films.

1. It's a great plot with a great cast (акцёрскі склад).
2. It's a truly brilliant film.
3. I do remember being moved by the scenery as much as by the story…
4. No, it isn't a masterpiece, on any level.
5. Seeing this film at the cinema is a must.
6. It's a girly movie.
7. It's exciting enough and well acted.
8. This film, adapted from the H.G. Wells novel, is the most expensive film ever made.
9. It had depth.

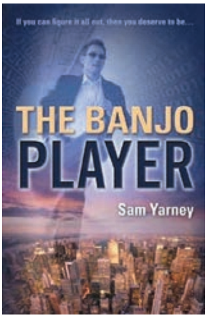
[1] thief [θiːf] – злодзей, thieves – зладзеі

3a. Work in pairs. Discuss the following questions.

- Have you watched any of the films? What's your opinion of them?
- Which film looks attractive to you? Would you like to watch it?

3b. Work in pairs. Persuade your friend to watch the film that you like. Make up a dialogue.

4a. Read the following book review and define its genre.



Title: THE BANJO PLAYER
Author: SAM YARNEY
Review after: Zanne Marie Gray

My readers know that I've been dealing with Multiple Sclerosis (рассеяны склероз) for the past five years. If you've really been paying attention, you know that I have a particularly painful form of the disease.

It is important that you know this so that when I say that Yarney's book was exciting enough to make me completely forget my pain, you understand that the book is worth reading. In the past few years I can count on one hand the number of books that moved me nearly as much as *The Banjo Player*.

When I first began to write this review, I could think only in adjectives. Thrilling, amazing, deep, breathtaking, and most important, the reader can believe it is all true.

I'm not sure how to classify this book. Is it a political thriller? Perhaps it is a romantic mystery. Is it reality, which looks like fiction? *The Banjo Player* has reflected my idea of political motivation and intrigue [ɪnˈtriːg] we all wonder about.

I'm not going to give away any details of the book. I believe it is something you must experience on your own. Can I give you an outline of the book? Absolutely not. The plots and sub plots are interwoven (пераплецены) together so realistically that sometimes I have this strange feeling of déjà vu[1].

---

[1] déjà vu [ˈdeɪʒɑː ˈvuː] – ужо бачанае

What I can say is that since 1996, this is only the second book I've read that deserves (заслугоўвае) to be a movie.

Not only is this November's Book of the Month, it has already been chosen as the 2010 Book of the Year. Read it. Then tell a friend.

4b. Sum up each paragraph, except the first, in one sentence and write a brief review of the book.

5. Recommend your friends or relatives a book or a film to enjoy during their leisure time. Write for an Internet blog (8–10 sentences).

Lesson 6. How do they spend leisure time in different countries?

1. Read the quotes and explain what they mean.

- ❑ We give up leisure in order that we may have leisure, just as we go to war in order that we may have peace.
- ❑ Leisure only means a chance to do other jobs that need attention.
- ❑ If you are losing your leisure, look out; you may be losing your soul (душа).
- ❑ I would not exchange my leisure hours for all the wealth (багацце) in the world.

2a. Read the text and say which of the quotes about leisure best fit it.

US Leisure Time (2008)

A survey, conducted by an American research company that specializes [ˈspeʃəlaɪzɪz] in public opinion research gave the following results.

1. The average amount of weekly free time Americans have for leisure activities fell (by) 20% in 2008 – from 20 hours in 2007 to 16 hours in 2008 – and now is 10 hours less than the amount of leisure time (26 hours) in 1973, when the company started the research.



2. The biggest changes for 2008 in how people are using their leisure time are in

- TV watching (up 6 points),
- exercise (up 3 points) and
- spending time with family and kids (up 3 points).

Since 1995 the largest changes in how people are spending their leisure time are

- exercising (up 6 points),
- computer activities (up 5 points),
- spending time with family and kids (up 5 points) and
- swimming (down 5 points).

3. Three in ten (30%) Americans say their favorite activity is reading (up from 29% in 2007) while one-quarter (24%) say it is TV watching and 17% say it is spending time with family and kids (up from 14% in 2007). Besides these three, the top five leisure time activities include exercise (8%), computer activities and fishing (each at 7%).

4. The average amount of time spent working, including housework and studying, is now at 46 hours per week, up slightly from 45 hours in 2007. In 1973, when this question was first asked, the average was 41 hours a week.

5. The paradoxical situation is that the research shows Americans have increased their work week (by) one hour, at the same time, they have lost four hours of leisure time. What is the three-hour gap spent on? This "grey area" can be explained because the extra time is time spent on computer or mobile phones. The conclusion is that the respondents didn't consider (не лічылі) this as time spent working, they also didn't count it as leisure time.

Also, as leisure time falls, Americans appear to be doing more solo activities. Four of this year's top five choices are typically done alone: reading, watching TV, exercising, and computer activities.

2b. Complete the summary of the research choosing the right option.

1. The average amount of weekly free time Americans have for leisure activities
   a) has fallen. b) has risen.

2. Since 1995 the largest changes in how people are spending their leisure time are
   a) exercising, computer activities, spending time with family and kids and swimming.
   b) watching television, exercising, computer activities, spending time with family and kids and swimming.

3. The average amount of time spent working, including housework and studying, is now
   a) up.
   b) down.

4. Americans prefer
   a) individual activities.
   b) group activities.

3a. Look at the statistics about the weekend in the UK, and in pairs make up a survey.



1. watching television – 45% of free time: programmes about wildlife, animals, holidays, cooking and gardening
2. 24% of the free time – socialising [ˈsəʊʃəlaɪzɪŋ] (visiting or entertaining friends or relatives)
3. 21 % – sport and hobbies
4. 10% – other activities: listening to the radio, listening to recorded music, reading, DIY (Do It Yourself), gardening, eating out and going to the cinema.

3b. Listen to the surveys and compare how British and American people spend their leisure time.

4. Conduct a survey about leisure time in Belarus.

A. With your class make a list of top ten activities Belarusian people like doing in their free time. Think of different spheres – sport, art, crafts, music, nature, literature, etc.

B. **Copy the following chart in your exercise book and fill it in about you and your relatives (in the column 'Activities' write ten activities from ex. 4a).**

<table>
<tr><th rowspan="2">No</th><th rowspan="2">Activities</th><th colspan="3">Time per week</th></tr>
<tr><th>Me</th><th>My teenage relative</th><th>My adult relative</th></tr>
<tr><td rowspan="2">1.</td><td rowspan="2">Reading books</td><td>+</td><td>+</td><td>+</td></tr>
<tr><td>4 hours</td><td>6 hours</td><td>2 hours</td></tr>
<tr><td rowspan="2">2.</td><td rowspan="2">Crafts (knitting)</td><td>–</td><td>–</td><td>+</td></tr>
<tr><td></td><td></td><td>3 hours</td></tr>
<tr><td>...</td><td>...</td><td>...</td><td>...</td><td>...</td></tr>
<tr><td colspan="2">Total leisure time per week</td><td>... hours</td><td>... hours</td><td>... hours</td></tr>
</table>

C. **Make a similar blank chart to ask your classmate.**

D. **Work in pairs. Ask each other about leisure time activities and about the leisure time of their 2 relatives (one adult and one teenager). Write down their answers in the blank chart.**

Model: A. Do you / Does your mother enjoy knitting?
B. No, I don't. / Yes, she does?
A. How much time per week does she spend on knitting?
B. 4 hours.

E. **Collect the information from everyone and calculate statistical data.**

F. **Rate the leisure time activities, e.g. 1. watching TV, 2. ..., 3. ...**

G. **Find out how much leisure time adult people and teenagers have per week on average.**

5. **In a group of three or four students write the analyses of your survey "Leisure time in Belarus". Compare it with that of the other groups.**

Lesson 7. Open your leisure centre

1. **Discuss the questions with your class.**

- Is there a leisure centre where you live?
- Do you think people need a leisure centre where you live?
- What should an ideal leisure centre have? (Take into account the results of your survey from lesson 6 and a need for a healthy lifestyle.)

2a. **Read the brochure of a leisure centre and say**

a) what activities it offers; b) who can come to the centre; c) what facilities are offered; d) what the benefits are; e) how much people pay.

Leisure centre

Something for everyone



We offer a range of activities from swimming and aqua aerobics to embroideery and photography. They will not only help you avoid boredom, but also to improve your health and create something you can be proud of. The varied timetables give everyone an opportunity.

We promise

You are welcome at every visit.

We will try and make your visit as FUN and enjoyable as we can.

Facilities

We offer modern leisure and sporting facilities which make our Leisure centre an ideal choice.



Fees (each class or meeting)

Adult £6.00
Junior £3.50
Under 3's are free
Family Group (4 people max. including 2 adults) £16.10
Adults with a monthly card £4.60
Juniors with a monthly card £2.40

Aquazone [ˈækwəzəʊn]

Swimming

Swimming is a fantastic activity, which is not only one of the best forms of exercise, but also a lot of fun!

We believe no one is too old or young to start learning to swim.

With that in mind our programme is designed for all ages and abilities.

We are dedicated to making swimming lessons fun.

Health benefits

Swimming is great at relaxing the body and mind.

Swimming works your whole body, improving blood circulation, muscle[1] strength, mobility and flexibility.

Social benefits

You can meet new friends or get the whole family involved in this social sport.

Safety

Swimming is an important life skill that helps keep you safe in and around water.

A stepping stone[2]

Swimming is a stepping stone to a variety of water based activities such as canoeing, diving, surfing and many more.

[1] muscle [ˈmʌs(ə)l] – мускул

[2] a stepping stone – камень, пакладзены для пераходу праз рэчку і да т.п., *тут* «пераход» да

2b. Discuss with your partner.

- Which activities are attractive to you? Why?
- Which activities would you like to add? Why?

3. Imagine you are going to open a new leisure centre. Design a brochure for it. Work in groups.

1. Choose a name for your leisure centre.
2. Decide what activities you would like to offer.
3. Divide the activities into clubs and zones and decide what age groups they are for.
4. Set the aims of your leisure centre and describe them as well as the benefits.
5. Describe the facilities at your centre.
6. Decide on the prices and opening times.
7. Discuss the layout of the brochure.
8. Prepare photos or pictures.
9. Write the text of the brochure together and make the brochure.
10. Get ready to present your brochure together.

Lesson 8. The pleasures of imagination

1. Read the text and explain its title.

The pleasures of imagination

After Paul Bloom[1]

How do Americans spend their leisure time? The answer might surprise you. The most common activity is not eating or drinking. It is not socializing with friends, participating in sports, or relaxing with the family.

Our main leisure activity is participating in experiences that we know are not real. When we are free to do whatever we want, we turn to (звяртаемся да) the imagination – to worlds

[1] Paul Bloom is a professor of psychology at Yale University, USA. He is author of the book How Pleasure Works: The New Science of Why We Like What We Like.



created by others, such as books, movies (films), video games, and television (over four hours a day for the average American), or to worlds we ourselves create, as when daydreaming[1] and fantasizing [ˈfæntəsaɪzɪŋ]. While citizens (грамадзяне) of other countries might watch less television, research in England and the rest of Europe finds a similar fascination with the unreal.

Surely we would be better off doing more practical things– eating and drinking, developing relationships with the surrounding people, building homes, and teaching our children. Instead, 2-year-olds pretend (прытвараюцца, прыкідваюцца) to be lions, students stay up all night playing video games, young parents hide from their little kids to read novels…

Well off – 1. rich, or having enough money to live well; 2. in a good situation, or very lucky

What is the solution to this puzzle?

One solution to this puzzle might be Reality Lite[2] – a useful substitute[3] when the real pleasure is unavailable, too risky, or too much work.

Often we experience ourselves as the main character of an imaginary event, described in a book or shown in a film. In other words, we get transported. But how? Through visual effects, the pictures that we see while watching films or playing video games, through the power of the WORD, used by authors. They can create the illusion [ɪˈluːʒ(ə)n] of running around shooting aliens, or doing tricks on a skateboard, that fools a part of us into thinking that we, ourselves, are acting.

WE become the main characters with their complex relationships and conflict around love, family, wealth (багацце), and status.

---

[1] daydream [ˈdeɪdriːm] – марыць

[2] lite – a spelling of 'light' that is often used in the names of foods and drinks that contain less sugar or fat than usual

[3] substitute [ˈsʌbstɪtjuːt] – заменнік, сурагат

This fight makes the main characters take action, and through this action we become part of a different life, very fast and full of adventures. Besides, we have information that people lack in real life. We know what's going to happen, or what the other characters think, because we see them in different situations, we always follow them.

Together with the main characters we learn something new from their experiences, and together with them we become different – better, stronger, cleverer, wiser. Together with the main character we might suffer the loss of our dearest and nearest. But to stop the pain we simply wake up from our dreams and jump back to Earth. What can be more pleasant and exciting?

2. The text can be divided into two main parts. Each part starts with a question. Answer the questions for the first and second parts of the text.

3. Work in pairs. In the text find the reasons why people enjoy reading books and watching movies. Compare with the rest of the class.

4. Do you think the people who spend a lot of time on these leasure time activities are very successful in life? How can you answer the last question of the text?

5. Work in pairs. Write a 10-sentence summary of the text, using one sentence about each paragraph and expressing your opinion.

6. Does this text help you to explain your findings about the most popular leisure time activities? Can you offer any other explanation?

Lesson 9. The trip of my life

1. Organise a role play "The trip of my life".

A. Split in two groups:

1) **Travel agency** specialists. You consult clients who want to make a trip to another country and want to know a lot of things. Your **task** is to sell as many tours as possible.



2) **Clients** [ˈklaɪənts] of the travel agency. You have won a lottery and want to make a trip of their lives to another country. Your task is to buy dream tours at a good price.

B. Prepere for the role play.

Travel Agency specialists for work with clients:

1) a meteorologist-consultant who knows a lot about the weather and climate of different countries (revise Unit 5);

2) a tour guide who knows all about the places for recreational activities there (revise Unit 7);

3) a transport manager, who knows which transport is the best for each place and knows about the prices;

4) a hotel manager who chooses a hotel for the clients (from 3-star to 5-star hotels) depending on the prices and facilities that the clients want (prepare information about three-, four- and five-star hotels);

5) a safety manager, who instructs the clients depending on where they are going and gives them general safety rules.

Before coming to the travel agency **clients** decide what their budget is and when they can go for a holiday there and prepare questions about

- the climate they would like to experience and the weather forecast for the coming trip,
- the activities they want to try,
- the transport they prefer,
- the food they would like,
- the hotel facilities which will make them feel comfortable.

C. Have the role play “The trip of my life”.

D. Change the roles and play it again.

UNIT 8

MEANS OF COMMUNICATION

Lesson 1. Great ideas from great minds

1. What do you think the greatest inventions of the humanity are? Play a racing game in two teams. The members of each team run to the board in turn to write one invention each. Play for three minutes.

2a. Work in pairs. Look through the time line of some great ideas and decide which three inventions are the most important. Why? Compare with your classmates.





2010 – 3D camera

2005 – YouTube

2002 – phone tooth

Dolly the sheep, first animal made by cloning; DVD; Wi-Fi – **1997**

1969–1991 – ...

facsimile (fax) machine – **1988**

1983 – mobile phone

compact disk – **1972**

1957 – sputnik satellite

video games – **1950s**

1945 – microwave oven

aqualung – **1943**

1942 – ...

penicillin – **1928**

1884–1927 – ...

plane – **1903**

1901 – first transatlantic radio signals; washing machine

... , X-ray – **1895**

1893 – motion pictures (cinema)

zipper, lift, modern submarine – **1891**

1886 – dishwasher

bicycle – **1885**

1876 – ...

metro – **1863**

1837 – telegraph

photography – **1825–1861**

1820 – railway

steamship – **1783**

1753 – hot-air balloon

telescope – **1608**

1605 – newspaper

paper – **ca. A.D.100**

ca. 3000 B.C. – writing

sail – **ca. 3200 B.C.**

ca. 3800–3600 B.C. – wheel







Grammar focus

Article with inventions and means of communication

- **Read the examples and complete the rule, using the words from the box.**

The wheel is one of the most important inventions, because it made life much faster. **Photography** is also very important, because it helps people to remember the best moments in their lives. **Theatre**, **cinema**, **radio**, **television** have made our life full of emotions, adventure and fun. Finally, **the mobile phone**, **the computer** and **the Internet** are ruining the borders between different countries and turning the huge world into a small place called Earth.

concrete   abstract

The definite article 'the' is usually used with inventions, including means of communication, associated with singular ... nouns.

Usually **NO article** is used with inventions, including means of communication, associated with singular ... nouns.

- **Read the complete rule (pp. 276–278) and check yourselves.**

2b. Find the missing inventions in the pictures. Match them with the years.

2c. Read the definitions below and match them with the missing inventions. What do all these inventions have in common?

1) a global system of computer **networks** (systems of **communication** between several computers) which consists of millions of private, public, business and government networks;
2) a telecommunication **device** for speaking to someone which sends an electric signal (sound) along a **wire** to a similar device;
3) the most widely used **means** of telecommunication which sends and receives pictures together with sound;

a means – all means

4) a means of communication which is based on sending and **receiving** sounds using electromagnetic waves instead of wires;
5) a telecommunication device which operates using radio signals and can be freely moved from one place to another and used in cars, trains, etc.

3a. Match the words in bold in ex. 2c with the definitions.

A. an object or machine which has been invented to fulfill a particular purpose
B. a method or way of doing something
C. get or be given something
D. a thin piece of metal usually covered in plastic, used for taking electricity from one place to another
E. the process by which people exchange information, express thoughts and feelings
F. a system of lines, tubes, wires, roads that cross each other and are connected to each other

3b. Complete the article about modems with the new words.

A modem is an electronic **(1)** … which allows a computer to send and **(2)** … information through standard telephone **(3)** … and, therefore, over long distances. It connects computers into a **(4)** … and turns your computer from a data-processing machine into a modern means of **(5)** … The traditional modem is losing popularity with the appearance of new **(6)** … of Internet access.

4a. Work in pairs. Discuss with your partner.

– Do you have a local area computer network?
– What means of communication is the most important these days: radio, TV, the telephone or the Internet?
– What do you think is the best device for sending and receiving information?

4b. Write a paragraph answering the questions in ex. 4a.

Lesson 2. Communication is the process by which ...

1a. **Read the limerick. Fill in the words from the box.**

pet, phone, net



There once was a young man called Brett
Who would spend his free time on the ... .
He stayed home all alone –
No TV and no ... ,
A computer mouse – his only ... .

1b. **Listen to the limerick and check yourselves. What was Brett's favourite means of communication?**

1c. **Listen and repeat after the speaker. Pay attention to your intonation. Learn the limerick by heart.**

Grammar focus

Complex sentences with attributive relative clauses

- **Read the first two lines of the limerick again. They make a complex sentence. Answer the questions (in L1).**

How many parts do the complex sentences consist of? What pronoun connects the main clause and the attributive (relative) clause? Why? What is the role of the attributive relative clause? Can we omit the relative pronouns in the sentences? Why? Why not?

What kind of man?

[There once was a young man called Brett] (who would spend his free time on the Net.)

What kind of means?

[This is the most widely used means of telecommunication] (which sends and receives pictures together with sound.)

- **Read the rule (pp. 278–280) and check your answers.**

2a. Match two sentences using 'which' or 'who'.

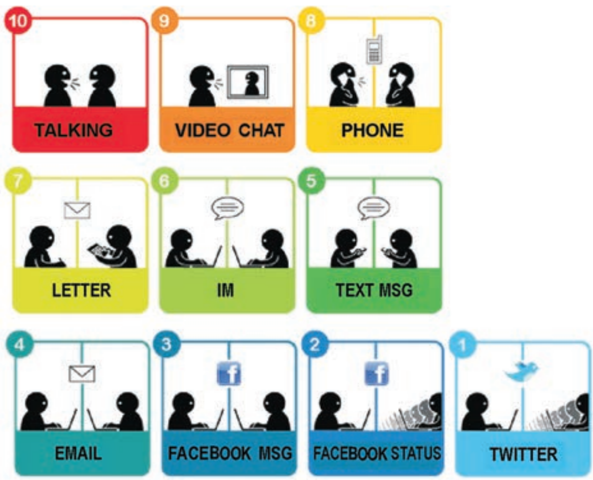
A. The World Wide Web was invented in 1991 by Tim Berners Lee.	1. They had been working independently.
B. The radio was invented by Guglielmo Marconi and Alexander Papow.	2. They were from Italy and the USA.
C. The idea of the telephone came to Antonio Meucci and Alexander G. Bell.	3. It is called the mobile phone in the UK.
D. Ericsson Company created the cellular telephone.	4. He was from Russia but was living in the USA at that time.
E. Vladimir Zvarykin patented a colour television system	5. He had been working on his own.

2b. Do you think Brett from the limerick had enough communication? Do you know someone like Brett?

3a. Look at the pictures showing how people communicate nowadays. Tell your partner how you communicate with

– relatives, friends, teachers.

10 levels of intimacy in today's communication



3b. Read the Internet article on communication. Choose the best title for it.

1. Means of communication.
2. Improving life?
3. New technological devices.

When we think about modern means of communication we cannot understand how people who lived some fifty years ago were able to keep in touch. Nowadays, with a mouse in one hand and a mobile phone in the other one, we cannot imagine human contacts without modern **technology** [tekˈnɒlədʒɪ] devices.

How do people **communicate** today?

Thanks to the new technologies people are communicating more than ever before. Modern means of communication have made the distance between people unimportant.

Unlike 20 years ago, we usually call someone, not visit. This traditional way of keeping in touch has suffered a lot as people choose quicker and easier phone calls. Mobile phones are **portable** and let us contact others wherever they and we are. Furthermore, mobile phones offer the possibility of texting. Text messaging is the most convenient and the cheapest form of communication when we need to pass a quick note containing only a few words.

Emails have **replaced** letters and postcards almost completely. *People prefer emails, which are quicker to write and send, and more sure to reach the addressee.*

Business people still use fax and telegram in offices, but they have started creating special websites for communicating with partners. Video conferences are often used and business people do not need to travel to **remote** places.

To keep in touch with our families and friends that live abroad we use video chats, chat-rooms and instant messaging. Thanks to them we can talk with our relatives for free and without time limits.

All in all, it is mostly the Internet and mobile phones that we use to communicate. <u>Have they really improved communication?</u>

3c. Which of the ways of communication in the pictures (see p. 211) does the article tell us about?

4a. Find words in the article which mean

– far away in distance, not close;
– have taken the place of something;
– light and small enough to be easily carried or moved;
– the practical use of scientific discoveries;
– to exchange information or conversation with other people, using words, signs, etc.

4b. What kind of relative attributive clauses are the sentences in italics?

5. Work with your partner. Use the article to answer the questions below.

1. Do people communicate more or less now than they used to?
2. How do people communicate today?
3. What means of communication are most frequently used?
4. Which means of communication have modern technologies replaced?
5. What are the advantages of the modern means of communication?

6a. Work in a small group. Answer the underlined question in the article. Share your opinions on the problem.

6b. Write down your opinion.

Lesson 3. History of communication

1a. Look at the pictures. Which means of communication do they show?

A


B


C


D


E



F



G



H



I



J



K



L



M



1b. **Listen to the Discovery Channel programme telling us about the history of the means of communication. What means of communication is missing in ex. 1a?**

2a. **Match the words and their definitions.**

1. available	a. able to be used
2. to deliver	b. to take (goods, letters, etc.) to people's houses or places of work
3. efficient	c. opposite to 'reliable'
4. inefficient	d. working or operating quickly and effectively in an organized way
5. reliable	e. something that is reliable can be trusted because it works well
6. lingua franca	f. a language which is used for communication between groups of people who speak different languages
7. unreliable	g. opposite to 'efficient'

2b. **Complete the extract from the programme with the missing words. Mind the word forms.**

Efficient – **in**efficient   reliable – **un**reliable

People ran to (1) … messages faster. When running with a message, to deliver it in spoken form, it is safer to do it oneself. Sending anyone else is (2) …, as the game of Chinese whispers demonstrates. So, a system of writing was necessary. When writing appeared, messages on stone columns (3) … very well across time, but they were an (4) … method of communication across space. The system became more efficient when it was the message that travelled. People ran with the written messages, rode horses to save time. For example, the network of Persian roads in the 5^{th} century BC made communication faster and more (5) … . New men and fresh horses were (6) … at posting stations. A message could travel the full distance of the road from Susa to Sardis (3200 km) in ten days. What helped to make communication even more (7) … was the Aramaic language as a (8) … used in Ancient Persia.

2c. Listen and check.

3. Read the sentences from the programme. Fill in the missing words from the box. Then listen and check.

which, who, that, when, where, whose

1. Now it is a general term for systems or technologies … are used in sending and receiving messages over a distance electronically.
2. There was a time … cave drawings were painted on the walls of caves and canyons to tell the story of people's culture.
3. So are fires … usually meant 'danger' or 'victory'.
4. Ancient Egypt was the first country … birds – domesticated pigeons were used for sending messages.
5. 1843 was the year in … Samuel Morse proposed a way to give every letter and number a special code (point, line and space).
6. It was Morse's symbol code … we can still find used today.
7. It was Bell … managed to register it first.
8. Alexander Popov from Russia … invention of the radio came before Marconi's, did not patent it.

9. In 1983, the military project Arpanet became available to universities and research centres, ... finally gave birth to the Internet.

4a. Decide if the statements are true or false.

1. 'Telecommunication' means communication at distance.
2. Messages on stone columns were an efficient means of communication across long distances.
3. The network of roads made delivering messages more reliable.
4. Latin used as a lingua franca in Ancient Persia made communication more efficient.
5. Smoke signals, fires, drums and pigeons were other means of sending messages in olden days.
6. The telegraph, the telephone, Morse code and the radio were all invented in the 18th century.
7. The television, the computer and the Internet were invented in the 20^{th} century.

4b. Listen to the programme again and check yourselves.

5a. Work in a group. Agree or disagree with the following statements.

– The telephone is the most reliable means of communication.

– The Internet is the most efficient means of delivering messages.

– New and more efficient communication devices will be available in ten years.

– In 50 years people will be able to communicate their thoughts.

– The best way to send a message over a long distance is by letter.

– English as the lingua franca of the world today makes international communication more efficient.

5b. Write your opinion about one of the statements above.

Lesson 4. Television and teenagers – friends or foes?

1. 💿 **Listen to the joke. What is TV for you: entertainment or punishment?**

2a. Read the introduction to the magazine article about the role of TV. Do you agree with the opinion of the author? In pairs, answer the question at the end of the paragraph.

Television is one of the greatest inventions of all times. There probably isn't a person on Earth (except native tribes somewhere in Africa or Australia) that doesn't know what television is. *Wherever you go in the world, every family has at least one TV set and almost everybody watches it regularly.* That's quite an achievement for an invention that first appeared less than one century ago. So what made it so popular and why is television discussed and argued about today?

2b. Student A: read text A about the advantages of television. Student B: read text B about the disadvantages of television. Prepare to retell your part of the article. Make notes.

Text A



It's not the invention itself that's important, but what it gives us. And it gives us information, which is everything. Information is as important for us today as food or sleep. Having information today means being **successful**. And communicating information is something that the television is designed for in the first place.

Teenagers go through the process of growing up, both physically and mentally. And here's where television can play the leading role in forming the personality. It should be an efficient and reliable **source** of information for them.

Besides communicating information, education is one of the primary functions of television. Although educational TV programmes bring less money than entertainment shows like MTV

music videos, special TV channels are created for such programmes. Among them are the Discovery Channel and National Geographic that are well known all around the world for their **quality** documentaries about history, science, culture, nature, etc.

Educational television makes life both easier and more interesting. *It tells you how nature operates, how the world was created, how things are working, how buildings are made and what not*. Knowing all this was impossible just fifty years ago when television was something just as expensive as a yacht today. *What people had to do to learn things was to read books.* But books lacked one important feature – they couldn't show processes in action. All you could do was to imagine. Television has changed the world greatly. *All the possibilities that we've got with television are amazing. When we want to know what's happening in the world, we just turn on the TV and watch some news channel.*

Text B

The importance of television is unquestionable today, because television may ***affect*** *people's minds in different ways.* It all depends on what kind of information is shown to them. *Despite the fact that television has brought many positive changes into our life, made it easier, more comfortable, more interesting and entertaining, there are some disadvantages that we have to realise.*

Unfortunately, television is getting more and more dangerous. We can see a huge amount of action and horror films, we can watch documentaries about killers, gangsters and so on. The worst thing is that **violence** on TV is being absorbed (паглынаецца) by children's **immature** minds and is then transformed into their behaviour.

Very little has been done by TV producers to improve the process of education of young people. On the contrary, the commercial basis of all TV has led to the production of low-quality and **aggression-promoting** TV programmes. Sometimes such programmes even instruct young people (not directly, but rather indirectly) how to do illegal things, steal, injure or even kill people.

Watching TV is not always good, everybody knows that. Watching TV non-stop is really bad. Everything should be done **within reasonable limits.**

There have been cases of television **addiction**, especially among teenagers whose personalities are being formed largely by the TV images they see. *If parents don't keep an eye on their children and let them sit in front of the TV the whole day long, they can be sure that something wrong will go with their kids.* Kids watch cartoons, movies, music videos that are works of fiction, but they just can't tell the fact from the fiction. And they believe the fiction. And this belief can lead to terrible disasters. We've all heard about them. Children see **contradiction** between the real world and the world of TV. *The world of TV in their opinion is the right and logical way of things, so children sometimes start fighting with the real world.* Some take a gun and kill all the classmates, others simply kill themselves. The weakest ones just lose their minds. It's a sad situation developing and we must do as much as we can to change the way things are.

legal (adj) – **il**legal

mature (adj) – **im**mature

2c. Retell your part of the article to your partner. What are the main advantages and disadvantages of television?

3a. Why does the author use the underlined phrases?

3b. Match the words with their definitions.

1. successful	a. achieving desired results
2. contradiction	b. the standard of excellence of something, often a high standard
3. source	c. the place something comes from or starts at, or the cause of something
4. quality	d. not too much
5. to affect	e. inability to stop doing or using something, esp. something harmful
6. aggression-promoting	f. childish; unable to be or act as calmly and wisely as people expect you to, at the age you have reached

7. violence	g. a situation when one fact is so different from another fact or statement that one of them must be wrong
8. immature	h. encouraging (strongly advising or supporting) aggression
9. within reasonable limits	i. actions or words which are intended to hurt people; extreme force
10. addiction	j. to have an influence on

3c. Complete the questions with the words from ex. 3b. Pay attention to the word forms.

1. Does having information help people to be s…?
2. Is television a reliable s… of information?
3. Have you got a TV-a… or do you watch it w… … …?
4. Do you think there is too much v… on TV?
5. Do you think most of the TV channels offer high-q… or low-q… programmes?
6. Can you name any TV programmes that have a… you deeply?
7. Have you seen any TV programmes or films that are a…?
8. Is television dangerous for i… people?
9. Do you think there is a c… between what children see on TV and the real world?

3d. Work in pairs. Ask and answer the questions in ex. 3c. Use the underlined phrases from ex. 2b where necessary.

4. Write a short summary of the article in ex.2, using the words and phrases below.

Help box

Although television was invented less than a hundred years ago, … What makes television so popular is … When people watch television, they … If viewers want to learn something new, they … These are the advantages of television. One of the disadvantages of this means of communication and entertainment is that … Many people think that children and teenagers … TV is becoming more dangerous for young people because … Children who watch TV … The situation must be changed.

Lesson 5. Are you addicted to the Internet?

1a. Read the joke below. Do you agree with the arguments?

The top 5 reasons why the television is better than the World Wide Web

5. It doesn't take 5 minutes to build the picture when you change the TV channels.
4. The family never argues over which website to visit this evening.
3. A remote control has fewer buttons than a keyboard.
2. The news programme never slows down when a lot of people tune in.
1. You can't surf the Web from a couch with a fizzy drink in one hand and a packet of crisps in the other.

1b. What do you spend more time on: watching TV or surfing the Net? Do you know someone who is addicted to the Internet?

an addict – addict**ed** – an addict**ion**



2a. Work in pairs – Student A and Student B – to know if you are an Internet addict. Do your part of the quiz. Make note of the answers you have chosen.

<u>Student A's questions</u>

1. What do you think are good names for children?
   a) Scott and Jenny
   b) Bill Gates IV
   c) Mozilla and Dotcom
2. What's a telephone?
   a) a thing with a round dial you use to talk to others
   b) a telecommunications gadget (device) with 12 keys
   c) something you plug into a modem

3. Which punctuation is most correct?
   a) I had a wonderful day!
   b) I had a **wonderful** day!!!
   c) I had a wonderful day :-)
4. You wake up at 4:00 a. m. and decide to ... .
   a) visit the bathroom
   b) check the fridge
   c) check your e-mail
5. What are RAM and ROM?
   a) a male sheep and a city in Italy
   b) big stars of the WWF
   c) I need more of the former (RAM) and should upgrade the latter (ROM)
6. To avoid a virus you should ... .
   a) stay away from people who sneeze and cough
   b) never read e-mail titled "Good Times"
   c) use virus scanning software

Student B's questions

7. When you want to buy something hard-to-find you ... .
   a) ask friends where to get it
   b) check out the Yellow Pages
   c) go to Yahoo!
8. When you don't understand how to use a new gadget you ... .
   a) ask the shop-assistant
   b) call the manufacturer's freephone number
   c) visit the manufacturer's website and look for the FAQ (frequently asked questions)
9. When you're interested in someone you say ... .
   a) "Tell me more about yourself".
   b) "What's your star sign?"
   c) "What's your Profile?"
10. When you want to research something you ... .
   a) open up your encyclopaedia
   b) put Encarta Encyclopaedia in your CD-ROM drive
   c) go to www. google. com.

11. When you write a letter you … .
   a) put pencil to paper
   b) open Eudora
   c) ask: What's a letter? Is it like e-mail?

12. You correct errors using … .
   a) a rubber
   b) white-out
   c) 'backspace' or 'delete'.

2b. Student A: ask your partner questions 1–6. Write down your partner's score. Student B: ask your partner questions 7–12. Make note of the answers your partner has chosen.

2c. Use the comments below to score yourself. Are you an Internet addict?

SCORING:

Give yourself zero points for each "a" response, five for each "b" and 10 for each "c".

If you scored 100 or higher, unplug your computer and get more hours in real life.

If you scored between 31 and 99, you're living a good mix of Net and reality.

If you scored under 30, you probably didn't read this far.

Grammar focus

Complex sentences

- **Read the sentences below and answer the questions (in L1).**

Are they simple or complex sentences? How many clauses do they consist of? Which of the sentences contains an adverbial clause of time and which – an adverbial clause of condition? Why do you think so?

A. When I don't understand how to use a new gadget, I visit the manufacturer's Website to look for the FAQ.

B. If your score is 100 or higher, you are addicted to the Internet.

● **Read the rules on complex sentences with subordinate clauses (pp. 280–283) and check your answers.**

3. Work in pairs. Read the sentences in italics in ex. 2 of lesson 4. Decide what type of subordinate clauses they have. What words are used to link the clauses?

4a. Read the advice to Internet addicts. Which is the best piece of advice?

If you are addicted to the Internet
– you should consult a doctor and have talk therapy;
– you will have to take some special medicine, which is used to stop kleptomania or gambling addiction;
– you can take up some hobby such as cycling or reading;
– talk to your parents;
– ask a friend or a family member to put on parental controls on your computer – it will block the websites you spend most time on or you will be unable to use your computer during certain hours of the day.

4b. Write down your advice to an Internet addict.

Lesson 6. The era of mobile phones

1. Work in two groups: pros and cons. One of the groups thinks of the advantages of mobile phones, the other – of their disadvantages.



2a. Listen to the story told by an adult. What was unusual about the mobile phone conversation he heard?

2b. Read the sentences from the story. Guess the meaning of the words in bold.



We had one phone in our house. It was not only wired to the wall, it was on the wall and had a very short **cord.**

If you wanted to call someone you stood facing the phone to **dial** the number.

You never knew if one or more neighbours were listening as all they had to do is pick up their receiver **to eavesdrop** on your conversation.

Back then teenage conversations weren't so important. Any adult wanting the line could **interrupt** you.

Unfortunately, there were no other **options** for communicating. There were no personal computers, no internet, no e-mail, no text messaging or chat rooms. That **landline** phone was all we had.

Still trying **to avoid** eavesdropping, I turned sideways trying not to listen to either of them.

You see, I'm old enough to control my behaviour but not old enough to have poor hearing. I **could not help hearing** their conversation.

cord – cord**less**	wire – wire**less**

2c. Find the words in bold in ex. 2b which mean

1) telephone line which travels through either metal wire or optical fibre, as distinguished from a mobile cellular line, where signals are sent and received via radio waves;
2) one thing which can be chosen from a set of possibilities, or the freedom to make a choice;
3) to stay away from (someone or something), or prevent (something) from happening or not allow yourself to do (something);
4) to stop (a person) from speaking for a short period by something you say or do, or to stop something from happening for a short period;
5) covered wire which connects electrical equipment to an electrical supply or other equipment;
6) to listen to someone's private conversation without them knowing;

7) to operate a telephone or make a telephone call to (someone) by pressing a particular series of numbered buttons, or moving a numbered disc on the telephone;
8) were not able to control or stop something.

3. Listen to the story again. Decide if the statements are true or false.

A. The man is about 35 years old.
B. He used to have a mobile when he was a teenager.
C. They used their phone to invite friends and neighbours to parties.
D. The man is a polite person.
E. The girls in line were talking to each other.

4a. Work in pairs. Use the words below to retell the story. Take turns to connect any two words in the box to make a true sentence based on the story. (See the example.) You can use the same words several times connecting them to new words. The person who is the last to make a sentence is the winner.

line, dial, conversation, department store, behind, mobile, e-mail, neighbour, metre, text-messaging, behaviour, teenage, girl, computer, memories, teacher, similar, turn away, number, party, chat room, Internet, celebration, polite, cord, conversation, interrupt, eavesdrop, couldn't help, avoid, option, school, in front of, conversation, listen, similar, old enough, important.

Model: Once he was standing in a line in the local department store.

4b. Write down the story.

5. Work in groups of three. Ask and answer the questions.

1. Do you have a landline phone at home? 2. How often do you use it? 3. Is your landline phone cordless?

Lesson 7. Mobile phones – wolves in sheep's clothing?

1. Work in three groups: teenagers, parents, scientists. Prepare to speak about your attitude to mobile phones.

2a. Work in the same groups. Read your article, discuss the meaning of the words in bold. Prepare to retell the article to your classmates. What does your article tell you about: the advantages of the mobile phone or its disadvantages?

Article A



My teenage daughter got a new mobile and I'm totally confused. Emily's new phone plays music and videos. It has games and a navigation system. It connects to the Internet.

I cry out for olden times, when a phone to a teenager meant having his/her own extension in the bedroom. Now things are much more complex, and a parent can't even eavesdrop.

When mobile phones appeared, we thought they were just a passing **fad**. However, they have become more important to young people than schoolwork, following dress codes, and writing thank-you notes, all put together.

I was out-of-my-element as we entered the busy phone store. We approached the counter, and a shop-assistant interrupted her conversation on (what else?) a mobile.

"We just want a simple phone," I stated.

The woman asked, "What do you mean?"

Emily elbowed me. "What she means is we want an LG Chocolate."

"We simply want a basic phone with no bells and whistles, no downloads, no uploads, no extra minutes, no ring tones, no dial tones, no Sudoku, no nothing. Just simple. And cheap."

My voice had got loud, and I found myself growing warm as people turned to look at me. Emily covered her face with her hands.

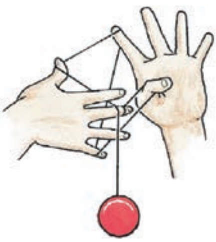
"I'm sorry," I said, recovering myself. "Go ahead and give her the Large Chocolate, and throw in a hamburger, please."

I left the store nostalgic for the time when you could pick up a black receiver and an operator said, "Number please." Then you recited three numbers and a letter, and the call went through. And if you had a party line, you could listen to other parties talk.

Why on earth must we improve on what is already perfect?

By Karen Williams

Article B



Hold on while I just download some games for my mobile phone!

Na, seriously, I am a teenager and we have a **right** to mobile phones. We are the future of this world and mobile phones are the future of technology.

All the old people reading this, just think back to when you where in high school. I'm sure you had some trendy thing that older people disagreed with. Maybe it was a yo-yo or some weird thing you old people play with. Did you want to keep it or throw it away?

They are useful in more ways than you could even dream of, a lot more useful than your favorite yo-yo. Primarily they connect us to our friends that we can't always talk to. Secondly they have games – ENTERTAINMENT! It could just be better than your old yo-yo! They also play music. Amazing, isn't it?

That is the same with mobile phones: we love them even if older people disagree.

Power to the future!

P.S. LG Chocolate is a nice phone!

By Vincent Moore

Article C

The mobile phone has become the most important way of communication for teens and they often avoid contact with **peers** that don't have mobile phones. "Next time a teenager says, 'Mum, Dad, if I don't have a phone, I'm going to be a nobody,' they are being serious," said Robbie Blinkoff.

Blinkoff and his colleagues studied the behaviour of 144 mobile phone users between the ages of 16 and 40 from several countries and found that teenagers often saw little difference between meeting face to face and talking on the phone. They often saw groups of teenagers sitting together, talking with faraway friends on their mobiles rather than to each other.

Can we say that mobile phones are wolves in sheep's clothing?

40% of young adults use their mobile phones for more than four hours a day to talk or send text messages. If they miss a call or a message, it makes them feel "deeply upset and sad".

The main difference between this kind of addiction and alcoholism or drug-addiction is that mobile-addicts can be seriously affected psychologically but, as they don't show any physical symptoms, others don't see their problem. In fact, addiction to mobile phones is a part of a greater group – that of addiction to new technologies.

Mobile-addicts forget about important activities (studies), drift apart from friends and close family and think about the mobile phone constantly when they do not have it with them. There was once a teenager who had 14 mobile phones. She spent sleepless nights in the company of phantom chat partners and finally dropped out of school.

A huge number of teens use their mobile phones during school. The survey also revealed that on average, teens spend almost as much time on their mobile phones as they spend doing physical activity. One half of those surveyed said they would rather have their TV privileges cut down than their mobile phone use, while more than a quarter (27%) indicated they would prefer to have Web access limited rather than have their mobile phones taken away.

2b. Work in groups of three: one teenager, one parent and one scientist. Tell your stories to the group members. Who do you agree with?

3a. Choose the correct definition for each word in bold in the articles.

Fad 1) to gradually disappear; to lose colour or brightness, or to make something do this
2) something that someone likes or does for a short time, or that is fashionable for a short time

Peer 1) a person who has a high social position and a title, like baron, earl and duke
2) a person who is the same age or has the same social position or the same abilities as other people in a group

Right 1) the side of your body that has the hand that most people write with; opposite to left
2) the freedom and the advantages that everyone should be allowed to have

3b. Work in pairs. Answer the questions.

1. Do you think the mobile phone is just a fad? When do you think the yo-yo was a fad? 2. Do most of your peers have mobile phones? 3. Do you think teenagers have a right to use any means of communication they like and as much as they like?

3c. Look through the articles. Find examples of complex sentences. Define their types.

4a. Do a survey on mobile phones. Take one question each and ask all your classmates. Make notes of their answers. Report the results of the survey to the class.

– Do you have a mobile phone? What can your mobile do?
– Do you prefer meeting people or talking to them on the phone?
– How much time a day do you use your mobile phone?
– What do you mostly use your mobile for: talking, texting, playing video games, other?
– Do you use your mobile during school?
– Do you think you have an addiction to mobile phones?
– Do you use your mobile at night?
– How much time do you spend a day doing physical activity?
– If you had to choose between the mobile phone and the TV, what would you choose?
– If you had to choose between the mobile phone and the Internet, what would you choose?

4b. Are any of the results surprising?

4c. Write your own answers to the questions in ex. 4a.

Lesson 8. Future of communication

1. Read the predictions below and decide which of them was the most absurd.

"There is no reason anyone would want a computer in their home."

Ken Olson, president of Digital Equipment Corp., 1977

"The phone has too many shortcomings (недахопы) to be seriously considered as a means of communication."

Western Union Statement in 1876

"Television won't last because people will soon get tired of it."

Lee deForest, American radio pioneer and inventor, 1957

2a. Match the beginnings and endings of the sentences taken from an article about the future of communications.

1. What we need to know is …
2. If we don't do anything about TV, Internet and mobile phone addictions today, …
3. It is always possible …
4. Sometimes we take it for granted …
5. Though it seems …
6. When we think about the future, …
7. We don't know …
8. But the thing that worries many of us most is …
9. It appears …

A. ... it might be too late tomorrow.
B. ... what we are going to do about the changes that all these new inventions bring along and how they will affect our lives.
C. ... whether new means of communication will be available in the future and whether they will change the quality of our life.
D. ... we imagine something really revolutionary like time travel or telepathy.
E. ... that our life is becoming more and more comfortable and successful with all the new means of communication

and new devices – plasma TVs, portable computers, wireless Internet and smart phones.

F. ... that there is a contradiction between the advantages of new technologies and the disadvantages we can't help noticing.

G. ... that new ways of keeping in touch will appear and replace the old ones.

H. ... as if everything has already been created, inventors surprise us with new gadgets every year.

I. ... what can be invented in 10, 20 or 50 years from now.

2b. **Define the types of the subordinate clauses in the sentences above.**

2c. **Put the sentences in a logical order to make an article.**

2d. **Listen and check yourselves.**

3a. **A website asked their teenage readers to answer the question: *What predictions can you make about how we will communicate globally in the future?* Read the predictions. Which of them do you agree with most?**

In the future I think there will be…

... no telephones, parents will have mobile phones and kids will have watches that they can talk to friends on

... just about no such thing as a piece of paper, because things will be done by using I.C.T. (Information and Communication Technologies)

... teleporters!!!! Also I think we will have time machines! I'm looking forward to getting all this GREAT/AWESOME stuff!!!!!!!!

... more types of computers & telephones, cellphone watches, a TV that you can put in your bag and watch it when you are walking round and a telephone that you can talk to and see what they are doing



... an electronic high technology microchip inserted in a person's head that will read the minds of other people

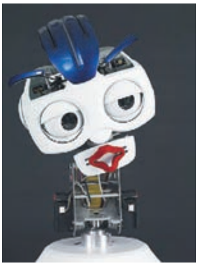
... one book and you can talk and do all your subjects all in one book

... books that talk to you so you don't have to read them, everyone will have electric wheel chairs and those cool scooters!

... no need to plug anything into walls because someone will have come up with something else to power up things

... mini ear phones that you can just push a button and it will call anyone you want. Also I think that we will live in gold houses.

COOL!



... no teachers, just robots, who will never get mad at you for not doing your homework

... a small web cam thingy in schools that connects every class together and you'll be able to get holographic images through it

... no need to learn many foreign languages, because English will be the lingua franca in the whole world

3b. Write your predictions about the future of global communication.

Lesson 9. Slam

1. Read the introduction to the extract from a novel. Have you ever heard the name of the author? Have you read his books or seen film version of his books?



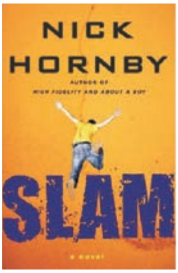
Nick Hornby (born 17 April 1957) is an English novelist and essayist. He is best known for the novels *High Fidelity*, *About a Boy*, and for the football memoir *Fever Pitch*. His work frequently touches upon music and sports. *High Fidelity* – his first novel – was published in 1995. The novel, about a record collector and his relationships, was adapted into a 2000 film starring John Cusack and a Broadway musical in 2006. His second novel, *About a Boy*, published in 1998, is about two "boys" – Marcus, a teenager from a single-parent family, and Will Freeman, an immature and selfish man in his mid-thirties who becomes better through his growing relationship with Marcus. Hugh Grant and Nicholas Hoult starred in the 2002

film version. *Slam* is a novel published in 2007. The book is written from the perspective of a teenager, Sam, who gets into trouble.

2. Read the extract. Can you guess what kind of trouble Sam gets into?

Good **stuff** had been happening for about six months.

- For example: Mum got rid of Steve, her rubbish boyfriend.
- For example: Mrs. Gillett, my Art and Design teacher, took me to one side after a lesson and asked whether I'd thought of doing art at college.
- For example: I'd learned two new skating tricks, suddenly, after weeks of making an idiot of myself in public. (From now on skating = skateboarding.) All that, and I'd met Alicia too.



Looking at what I just wrote, you could have guessed a lot about me. You could have guessed that my mum and dad don't live together, for a start. You could have guessed that I skate, and you could have guessed that my best subject at school was Art and Design. And you don't need to be Sherlock Holmes to work out that Alicia was a girl who meant something to me. If you were able to guess it all from that first little paragraph, I'd start to worry that I wasn't an incredibly **complicated** and interesting person, ha ha.

I don't know. **As far as people like Alicia's parents are concerned,** you're a bad person if you don't read and study, and as far as people like my dad are concerned, you're a bad person if you do. It's all mad, isn't it? It's not reading and whatever that makes you good or bad. It's whether you get addicted to drugs or go out **mugging**. I don't know why they all get themselves into such a **stew.**

Well, here's the thing. I know it sounds stupid, and I'm not this sort of person usually, honest. I mean, I don't believe in ghosts or reincarnation or any **weird** stuff at all. But this, it was just something that started happening, and ... Anyway. I'll just say it, and you can think what you want.

I talk to Tony Hawk, and Tony Hawk talks back.

Some of you won't have heard of Tony Hawk. Well, I have to say that not knowing Tony Hawk is like not knowing Robbie Williams, or maybe even Tony Blair. It's worse than that, if you think about it. Because there are loads of politicians, and loads of singers, hundreds of TV programmes. George Bush is probably even more famous than Tony Blair and Britney Spears or Kylie are as famous as Robbie Williams. But there's only one skater, really, and his name's Tony Hawk. Well, there's not only one. But he's definitely the Big One. He's the *J. K. Rowling* of skaters*, the Big Mac, the iPod, the Xbox*. The only excuse I'll accept for not knowing TH is that you're not interested in skating.

When I got into skating, my mum bought me a Tony Hawk poster off the Internet. It's the coolest present I've ever had, and it wasn't even the most expensive. And it went straight up onto my bedroom wall, and I just got into the habit of telling it things. At first, I only told Tony about skating – I'd talk about the problems I was having, or the tricks I'd learned. I knew they would mean much more to a picture of Tony Hawk than they would to a real-life Mum. I'm not **dissing** my mum, but she hasn't got a clue, really. So when I told her about things like that, she'd try to look all enthusiastic, but there was nothing really going on in her eyes. She was all, Oh, that's great. But if I'd asked her what this or that trick was, she wouldn't have been able to tell me. So what was the point? Tony knew. Maybe that was why my mum bought me the poster, so that I'd have somebody else to talk to.

After a while, I started talking to Tony Hawk about school, Mum, Alicia, whatever, and I found that he had something to say about those things too.

Does this sound mad to you? It probably does, but I don't care, really. Who doesn't talk to someone in their heads? Who doesn't talk to God, or a pet, or someone they love who has died, or maybe just to themselves? TH … he wasn't me. But he was who I wanted to be, so that makes him the best **version** of myself, and that can't be a bad thing, to have the best version of yourself standing there on a bedroom wall and watching you. It makes you feel as though you mustn't let yourself down.

3. Match the names in italics with their definitions.

– British author best known as the creator of the *Harry Potter* fantasy series;
– a portable media player designed and marketed by Apple and launched on October 23, 2001;
– a sixth-generation video game console manufactured by Microsoft;
– a hamburger sold by the international fast-food chain McDonald's (it is one of the company's signature products).

4. Why do you think Sam compares his idol Tony Hawk with J.K. Rowling, the Big Mac, the iPod and the Xbox?

5. Find the words in bold which mean

– an act of attacking someone and stealing their money;
– being rude or disrespectful to someone, especially to someone older or in a higher position than you;
– things;
– a difficult situation which makes them feel anxious or upset;
– in their opinion;
– difficult to deal with or understand;
– a particular form of something which is slightly different from other forms of the same thing;
– very strange and unusual, unexpected or not natural.

6. Match the underlined phrasal verbs (see ex. 2) with their synonyms.

continue, consider, leave home in order to do something, start to like something and become interested in it, disappoint someone or not to do what you promised

7a. Work in pairs. Answer the questions below. Compare your ideas with the whole class.

1. What things are important to Sam? 2. Does he have enough communication? 3. Does he communicate with his peers? 4. Why does he avoid talking to his Mum? 5. Why does

he start talking to TH? 6. Who is more reliable for Sam: his Mum or TH? 7. What/who does TH replace in his life? 8. What do you think affected Sam so deeply? 9. Does he have any addictions? 10. Do you think Sam is a mature person? 11. How old do you think Sam is?

7b. Would you like to read the whole book? Why? Why not?

Lesson 10. New technologies are improving communication

Option 1: Debate on the topic

Step 1 Work in two groups to prepare for the debate. One group proposes the motion; the other group opposes the motion. Brainstorm your arguments for or against. Be ready to provide facts supporting your arguments. Try to predict what arguments your opponent can come up with. Prepare counterarguments. Think of a slogan to motivate the audience to vote for you.

Step 2 Choose a speaker to represent your group. Help them to structure their speech. It should consist of three parts: introduction, main body and conclusion. In the introduction the speaker is supposed to say what they are going to speak about. In the main body they are supposed to present the arguments and support them with facts. In the conclusion the speaker should say what they have spoken about and should finish up with the slogan.

Step 3 Make your speeches. Hold a vote to decide who has won the debate. Encourage the audience to be objective.

Option 2: Poster FUTURE OF COMMUNICATIONS

Make a poster presenting your predictions for the future as far as new technologies are concerned. It might be a collage made of photos or pictures, a 3D model of some futuristic gadget, etc. Prepare to speak about the new technologies and their role in the future life of the people.

UNIT 9

SCHOOL MATTERS

Lesson 1. School problems

1a. Work in pairs. Answer the question: ***Why is it important to talk to someone when you have a problem?***

1b. Read the announcement on the school board and check your answers.

Everybody faces problems at some point. If you have a problem at school, talking to someone can help you see things in a different light. Problems you keep to yourself can seem much bigger than they really are. A good place to start is speaking to your parents, teachers or friends.

British students can get free, confidential advice from a Helpline adviser: 080 800 13 2 19.

You can also contact them by e-mail, webchat or text message via the Helpline website.

1c. Who do you usually turn to when you have a problem? Have you got a Helpline adviser at your school?

2a. Listen to Ella Cinder, a student of Greenwood School, calling Mrs Jones, a Helpline adviser. What are her two main problems?

2b. Read the conversation. Match Ella's problems with the pictures.

A



B



C



D



E



F



Ella: Goodmorning, it's Ella Cinder from Greenwood School. Could I speak to Mrs Jones?

Adviser: Mrs Jones speaking. What's happened, Ella?

Ella: Mrs Jones, I don't know what to do. I feel hopeless and helpless. I have so many problems at school! To start with, our teachers give us so much homework that I have to do it all night. In the morning I often oversleep and come to school late. Actually I love school. I'm good at Maths, Biology and Fashion Design, but I have difficulty with Physics: I don't understand how different mechanisms work. I'm often **disappointed with** my marks. It's a disaster! Another thing which I'd like to tell you about is my dark blue-red uniform. I don't think it suits me well. It's ugly. Why can't I wear my beautiful pink dress to school? But what worries me most is the fact that I can't **fit in with** my classmates. I'm shy and different from other students. I always do my homework, but they don't! They ask me to give them my exercise-books to copy my homework. I don't do it as I hate **cheating**. I attend school every day but students **miss lessons**. They think it's cool! No one wants to make friends with me. Moreover, Pamela and Samantha Stuart **bully** me. They call me names and steal my things. The other day they stole one of my shoes and I had to go home in one shoe! School life is stressful. I can't **cope with** it myself. I need your help.

Adviser: Well, Ella, first of all, calm down ...

2c. Match the words with their definitions.

1. to oversleep	A. to be able to live, work, etc. in an easy and natural way (with sb/sth)
2. to be disappointed with sth/in sb	B. to feel sad because sb/sth is less good than he/she had hoped
3. to fit in (with sb/sth)	C. to act in a suitable way in order to solve a problem, complete a task, etc.
4. to cheat	D. to sleep longer than you should
5. to miss lessons	E. to act in a dishonest way in order to win or to get an advantage for yourself, especially in a competition, game or examination
6. to bully	F. to stay away from school without permission (без дазволу)
7. to cope with	G. to hurt or frighten sb who is weaker

(v)	(n): person	(n): action
to cheat ? to advise	a cheat a bully ?	? bullying advice

3. Speak in pairs. Then report to the class.

Model: Have you ever overslept? When and why did it happen?

overslept, dealt with disappointing grades, cheated at school, been bullied, had difficulty fitting in with your classmates

4a. Listen to the Helpline adviser giving Ella advice. Guess what problems she is giving advice on.

4b. What pieces of advice are given? Listen again and take notes.

4c. Do you agree with these pieces of advice? What else could you recommend in these situations?

5a. Find phrases used to give advice in the texts.

1. What you need to do is to tell your parents or another adult you trust. Usually your parents are the best people to tell. Don't forget they were at school not so long ago, so they might know more than you think about your situation. If you can't tell your parents then talk to a teacher or an older person you trust. The school can't do anything about your problem if they don't know about it. Take a friend with you if you're nervous and remember there are many ways a school can stop it.

2. It's really hard introducing yourself to people, especially if they've already got friends. Why don't you speak to the people you're sitting next to in class, before and after class? Find out what clubs there are at your school and go to something you're interested in. You've got to be brave and say "Hello – what's your name?" It's difficult but you've got to do it. You'll feel great afterwards. The best thing you can do is to talk to people, remember to smile, be open and friendly, listen to what others have to say and make them feel important.

5b. Match the phrases with their functions.

A. Giving advice

B. Rejecting[1] advice

C. Accepting[2] advice

1. *You could / should* talk to your parents. *Why don't you* join a school club? *What you really need to do is* to tell your teacher about it. *Have you thought of* calling the helpline? *The best thing you can do is* to be friendly.

2. What / That's a good idea! That might work. It might be a good idea. I think I'll take your advice.

3. That's easier said than done! I don't think it's a good idea. That's all very well for you to say, but ... I don't think so.

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[1] reject – адмаўляць
[2] accept – прымаць

5c. 🎧 **Listen and check.**

5d. Look through the phrases for giving advice. In which phrases do we use the infinitive and in which ones the *ing*-form?

6a. Work in groups. Make a list of problems you have to deal with at school.

6b. Work in pairs. Discuss the problems and give each other advice how to cope with them. Use the expressions above.

7. Imagine that you are a Helpline adviser. Write an e-mail to Ella Cinder giving her advice on two of the problems: wearing a school uniform, a lot of homework, missing lessons because she overslept, cheating.

Lesson 2. When you study, you learn

1. Match the beginnings of the quotes about education with their endings. Do you agree or disagree with them? Justify your answer.

1. “You learn something every day …
2. “Teach us to give and …
3. “Learn as much as you can while you are …
4. “We know what we are, …
5. “If you want to predict the future, …
6. “The best teachers teach from the heart, …
7. “I study to learn, …

A. … not from the book.”
B. … but we don’t know what we may be.”
C. … if you pay attention.”
D. … not to count the cost.”
E. … to be an educated person.”
F. … young, since life becomes too busy later.”
G. … study the past.”

2a. Fill in the verbs in the dictionary entries.

to study	to learn	to teach	to know

1. ... – to get knowledge of a subject or skill, by experience, by studying it, or by being taught.
2. ... – to spend time reading, going to classes, etc. in order to learn about a subject.
3. ... – to have information about something.
4. ... – to give lessons in a school, college, or university; to show someone how to do something.

2b. Complete the questions with the words from ex. 2a in the correct form. Then interview each other.

1. What school subjects do you enjoy … ?
2. Is it difficult for you to … grammar rules?
3. Do you … to understand other people at school?
4. Does school … you to solve problems?
5. Do you … what you will do in the future?
6. Do you … hard to get better marks at school?
7. What are the main things teachers should … you at school?

3a. Read the school curriculum[1] of British students. Is it different from yours?

Pupils in Years 10 and 11 are usually between the ages of 14 and 16 years old. The subjects they have to study are:

– English;
– Maths;
– Science = Physics [ˈfɪzɪks], Chemistry [ˈkemɪstrɪ], Biology [baɪˈɒlədʒɪ];
– ICT (Information and Communication Technology;
– PE (Physical [ˈfɪzɪkəl] Education);
– Citizenship (грамадзянства).

The optional[2] subjects you can take in Years 10 and 11 are:

– Arts (Art and Design, Music, Dance, Drama and Media [ˈmiːdɪə] Arts);
– Design and Technology;
– Humanities [hjuːˈmænɪtɪz] (history and geography);
– Modern Foreign Languages.

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[1] curriculum – вучэбны план
[2] optional – дадатковыя

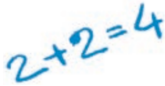
3b. **If you had a chance to make a choice, what subjects would you like to study at school?**

4a. **Match the idioms with the pictures. Which of them mean “easy” and which ones – “difficult”?**



A

B



C





D

E



F



1) not a bed of roses, 2) an uphill struggle, 3) dead easy, 4) child’s play, 5) a hard nut to crack, 6) a piece of cake

4b. **Work in pairs. What is easy and what is difficult for you at school? Use the idioms above.**

Help box: doing Maths / Chemistry / English tests, learning English / Russian grammar, writing dictations, learning poems by heart, solving Maths / Physics problems, learning Chemistry formulae [ˈfɔːmjʊliː], doing PE exercises, learning historical dates, doing Chemistry / Biology experiments, doing homework, etc.

5a. **Speak in pairs. Is it important to get good marks at school? Why? Why not?**

5b. Read the magazine article and match the paragraphs to the headlines.

A. Set up a Good Workspace. **B.** Go to Classes. **C.** Ask for Teacher's Advice. **D.** Form Study Groups. **E.** Participate in Class.

How to cope with bad marks

Remember, a mark does not show what kind of person you are, so don't feel as if you are a terrible person. Don't compare yourself to others; they're not you and you're not them, you will always get different marks from each other. It's part of life!

Tip 1 If your study is an uphill struggle, asking for help from a friend or a classmate will be a good idea. Try to find other students like you in class who want to study better. If you form a group and try to study together helping each other, you will be able to get each and everything done in the class even that which you have missed.

Tip 2 Talk to your teacher. This demonstrates to your teacher that you are serious about improving your marks and getting help. Ask your teacher why he thinks you are not doing so well, and what his advice is for you to improve.

Tip 3 Set a specific time for homework and studying. Eliminate (выключы) any distractions, such as TV, music or computers from the study area. Completely clear your desk and make sure you've got a nice comfortable chair.

Tip 4 To get good marks, you need to discipline yourself to participate in class. Participating in classroom activities gives an opportunity for learning new skills. You should be always on-task, listen to your teacher and classmates' answers, respond to questions and participate in group discussions.

Tip 5 Some students miss classes that they don't like. Do go to your classes, however. Just missing one class can leave a hole in your knowledge that can take a long time to repair. If you absolutely can't go to class, you must catch up by borrowing notes from a friend.

Follow these tips and there is no reason why your marks shouldn't improve.

5c. Read the text again and make a list of *Dos* and *Don'ts*.

5d. Add your ideas to the list and compare them with your classmates'.

6a. Speak in pairs. Choose two school subjects. What do you learn / study in these lessons? What is easy / difficult? What are you going to do to improve your marks?

6b. Write about your two school subjects.

Lesson 3. Do you speak English and make mistakes?

1a. Work in pairs. Is learning English a piece of cake or a hard nut to crack for you? What areas of the English language are difficult for you? Choose from the list.

spelling	pronunciation	grammar	vocabulary
listening	writing	reading	speaking

1b. Listen to three students talking about learning English. What are their problems?



2a. Listen to the poem. What does it teach you?

If you want to make progress without wasting your time
Make a list of expressions that easily rhyme.
It won't make much difference if you make a mistake,
Just make an announcement[1]: "I've made biscuits and cake!"

If you do badly, can you do your best?
If you can't answer, can you do the test?

---

[1] announcement – аб'ява

Can you do the shopping? Can you do the dishes?
Can you do your homework? Can you make your wishes?

Make a trip to some country to meet people like us,
Make friends and smile, and don't make a fuss[1]!
Say you love making plans, appointments[2] and such,
Making breakfast or dinner doesn't bother you much.

If the words that you hear don't make any sense,
Make an effort[3] to answer and do not feel tense.
Do exercises; don't make much noise.
Please, do me a favour, I can't make a choice.

So make up your mind,
And learn verse of this kind,
Then you'll use "do" and "make"
Without any mistake!

2b. Using the poem in ex. 2a, sort out the words. Which of them are used with the verb 'do' and which ones with the verb 'make'?

Model: Do your best, make progress, …

2c. Make up true sentences about your school life using the phrases with 'do' and 'make'.

Model: I always do my Chemistry homework. I'm making progress in Maths.

2d. Learn the poem by heart.

3a. Listen to the Internet chat. What is Sandra's problem?



[1] fuss – мітусня
[2] make an appointment – прызначыць сустрэчу
[3] effort – намаганне

3b. Do you have the same problem as Sandra? What do you do to cope with this problem?

4a. Read the article Bob has recommended to Sandra. What is the main idea of the article?

Some people are shy to speak a new language with others. This shyness is mostly associated with the fear that "I will make mistakes." Students and teachers often focus on mistakes. They worry about mistakes. They correct mistakes. They feel nervous about mistakes. They try to speak perfectly. No one, however, is perfect. Native speakers make mistakes all the time. Instead of focusing on the negative – focus on communication. Taking lessons is always important, but equally important are these:

1. Read, listen, watch. Try to find topics that INTEREST you, read online newspapers (*The Times*, *The Guardian*, *The Independent*...), keep listening to Internet radio stations like the BBC, watch TV shows in English, etc.

2. Write, communicate. Try to find discussion forums from the web about things that you find interesting and FUN (music/various musicians, hobbies, etc.) and start communicating there with other people using only English. Please do NOT be afraid of making mistakes. The more you enjoy communicating, the better!

3. If you are shy to speak English with other people, say the following words in front of the mirror: "I don't worry about making mistakes when I speak English. I am making efforts to improve my English with good work. People like me as a person. People speak with me because of my good qualities as a person. They don't mind if I make mistakes at times because English is not my mother tongue. I make mistakes only to learn from my mistakes."

The key thing in this is not to be afraid to make mistakes. The only mistake is not opening your mouth.

4b. What pieces of advice does the article give to English learners?

5a. Speak in pairs about your way of learning English. What do you find easy / difficult? What do you do to improve your English?

5b. Write a short paragraph about your way of learning English.

Lesson 4. Exam fever!

1a. **Talk to your classmates about exams.**



to take/sit/have an exam — to pass an exam — to fail an exam

1. When do students feel happy, nervous, disappointed?
   a. when they are sitting an exam
   b. when they have failed the exam
   c. when they have passed the exam
2. What exams are you going to take at the end of the school year? Do you think you will pass all the exams?



1b. **Listen to Sarah, a British student, giving tips on how to cope with exams and revision. What is the most important thing to pass an exam successfully?**

1c. **Listen again and complete her tips.**

Revision success

1. Find a good place to work. It should be …
2. Don't try to revise … all at once.
3. Take … during your study.
4. Don't leave your revision until …
5. If you don't understand something, … .
6. Don't just read through …, make notes.
7. Get a small pile of notes and a pen and write … onto the notes. Then stick them … .
8. Sleep for at least … . It is very important before the exam to rise fresh.

The night before the exam

1. Revise the most important …
2. Don't spend the whole night …
3. Don't go to bed …
4. Don't … to set an alarm clock (будзільнік).

The morning of the exam

1. Get up …
2. Have a good …
3. Don't … at all.
4. Get to the exam at least … before the exam starts.
5. Avoid talking to …

1d. Work in pairs. Which of the tips do you think are the most effective?

2a. Listen to Kevin's story about his exam experience. Did he pass or fail his exam?



2b. Listen again and write down what Kevin did wrong.

Grammar focus

Criticism: *should* / *ought to* + Perfect Infinitive

- **Read the sentences and answer the questions.**

Did Kevin do something wrong in the past?
Does Kevin's mum give him advice or criticise him?

Kevin didn't have breakfast. His mother says, "You **ought to have had** breakfast!"
Kevin panicked. His mother says, "You **shouldn't have panicked!**"

should have + V3 / ought to have +V3

- **Read the rule (pp. 283–284) and check your answers.**

2c. Criticise Kevin.

Model: Kevin shouldn't have hung around with his friends.

3a. Look at the pictures and explain why Kate failed her exam.

Model: She overslept.









Help box. oversleep, set the alarm clock, do homework, cheat, surf the Internet all night, revise for the exam, watch TV

3b. Criticise Kate.

Model: She shouldn't have overslept. She ought to have set her alarm clock.

3c. Give Kate advice on how to cope with her exams in the future.

Model: You shouldn't oversleep. You ought to set your alarm clock.

3d. Write an answer to Kate's letter in which you criticise her and give her advice.

Dear Sally,
I'm so depressed. I did so badly at my exam. Actually, I failed it. ...
Kate

Lesson 5. Plans for the future

1a. Read the text about getting further education after you are 16 in Britain. Where can young people learn and work at the same time?

In Britain students finish primary school and start secondary school at the age of 12 and go to the first form. When they are 16, they are in the fifth form. After 16 they have to make an important decision in their life. Where do they want to get further education? They can choose from:

– a school sixth form, preparing students for university;

– a college, preparing students for university or giving them practical skills for a job;

– an apprenticeship (apprenticeships are training programmes through which you will work and study at the same time, and be paid for your work).

1b. What are the Belarusian equivalents to the British educational establishments?

2a. Where are these young people going to get further education? Why have they made such a choice?



"I dream of being a children's nurse (медсястра). I love helping people and I want to feel like I'm doing something important. I'm going to study Health and Social Care at college and work in my local hospital. I'm doing this for me."

Kirsten Graham, 15, Cambridge



"I went on a plane when I was five and since then all I've wanted is to be a pilot. Being a pilot means I can travel and earn good money. That's why I'm always on the Internet finding out about how to do it. I'm into sports too, because pilots have to be fit. I'm going to stay at school for sixth form and take A level[1] Maths, Physics and English, then go to uni. It sounds great!"

Daniel Carvose, 16, Essex



"I'm a bit naughty at school but love practical lessons like design and technology and helping my dad with the car. I'm going to become an apprentice helicopter engineer! I'm going to study Engineering and make engines (рухавікі). I hope I'll earn more than £100 per week– so I'll have a bit of cash in my pocket!"

David, 16, Cornwall

2b. Where are you going to get further education? Why? How many students in your class are going to stay at school?

[1] A level (exams) – экзамены за курс сярэдняй школы (для паступлення ва ўніверсітэт)

3a. Listen to Joe Lauder. What type of education is he going to get?



3b. Listen again and find the odd sentence.

1. He's going to study Web Design.
2. He's leaving for London tomorrow.
3. His bus leaves at 9 am.
4. He thinks he'll design CD covers and be his own boss.
5. He's going to be a programmer.

3c. What tenses are used to express the future? Why? (See p. 267)

3d. Kirsten is writing about her first days as a college student. Open the brackets.

"I'm so happy! I'm a college student. My classes (*begin*) next Monday. I expect some subjects (*be*) an uphill struggle, but I think I (*do*) my best and (*cope*) with any difficulties. I (*be*) an active student. I (*participate*) in all college events and I (*join*) a gym. Tomorrow I (*meet*) my roommate. She's also a student at my college. I hope we (*make*) friends quickly. Her train (*arrive*) at 5.40 pm. In the evening we (*have*) dinner together at our local café. I (*look*) forward to meeting her."

4a. Open the brackets.

1. What (*you/do*) after passing your exams? 2. Where (*you/go*) in summer? 3. (*you/work*) in summer? 4. What languages (*you/learn*) next year? 5. What clubs (*you/join*) next year? 6. What do you think (*you/do*) after finishing school? 7. Where (*you/get*) further education?

4b. Work in pairs. Interview each other, then report to the class about your partner's plans for the future.

4c. **Write about your next year. What are you going to do? What do you think you will do?**

Lesson 6. Education around the world

1a. **Listen to the facts about education and fill in the figures.**

Facts about education around the world

1. One in five adults in the developing world – almost … million people – cannot read or write.
2. Most illiterate[1] people are women. In more than … developing nations, … % of women cannot read or write.
3. About … million children of primary school age do not go to school.
4. More than … million children do not attend secondary school.
5. Many children who go to school do not finish it with even the most basic reading and math skills because their schools do not have enough teachers, books or facilities to give a quality education.

develop (v) – develop**ed** – develop**ing**

1b. **Listen to the second part of the programme and complete the sentences to answer the question: *Why cannot children get an education in some countries?***

Across the world many children miss out on their education because:

- they are made to work to …;
- they have to … and become child soldiers;
- their families do not … for their education because in most developing countries … .

1c. **Compare the facts from ex. 1a and 1b with the education in Belarus.**

[1] illiterate [ɪˈlɪtərət] – непісьменны

2a. Read the scripts of Internet videos about two schools – in Colombia and South Africa. What are their problems?

Text A



No roads go to this remote area in the Cordillera [ˌkɔːdɪˈljeərə] Oriental. There aren't even any paths (сцяжынкі). Instead, the 12 families who live here, use 12 steel cables (стальныя канаты) that connect one side of the valley to the other and is the only way in or out. For the residents of a small hard-to-get-to village 40 miles southeast of Bogota – it's the only way to communicate with the outside world.

Every day, to get to school, 9-year-old Daisy Mora has to overcome the turbulent river valley of Rio Negro, sliding across on a cable. From a height of 1300 ft[1] this brave little girl moves through the air with only a piece of wood as a brake (у якасці тормаза). Every morning, Daisy puts her younger brother, who is still too small to overcome the canyon on his own, in a bag and prepares to jump for her daily journey to school.

Some might ask why no bridge has been built to make travel easier and the answer is a lack of money.

Text B



Tsosoloso Ya Afrika School is one of many schools in Midrand that are so overcrowded (перапоўненыя) that they have up to 100 children in one class. It is so bad that pupils are left alone as the school's 11 teachers jump from class to class to reach as many children as possible.

Tsosoloso Ya Afrika is made up of mobile classrooms, which can last up to 10 years, but with the huge number of children at the school, these classrooms are falling apart (разбураюцца).

[1] 1 foot = 0,3048 metre

The roof is falling down and there are no windows in almost every classroom.

Only one toilet is working for the 1,200 pupils. At break time the children wait in a line to use the toilet.

"There is discipline [ˈdɪsɪplɪn] and order at the moment," said one teacher. "But we can't expect that it will last for a long time. Huge classes might cause big problems in the future."

2b. What surprises you about the schools and their students?

2c. Compare the problems of your school with those in the text.

3. Work in groups. Take part in the Internet project "Schools Around the World": make a video about your school.

- Write the script for your video. Describe the school building and facilities, subjects, school problems and coping with them, after-class activities, clubs.
- Distribute the roles.
- Choose materials about your school and write your role.
- Film the video using a camera or a mobile phone.
- Present your video in class and discuss it.

Lesson 7. Cheating at school: for and against

1. Work in groups of three. Find out what your classmates think about cheating.

2a. Read the Internet forum on cheating. Which of the participants are for cheating and which of them are against it?

lie (*ілгаць, хлусіць*) – **lying**

Grace: I dislike cheating, it's dishonest. Cheating is the same as lying. Copying a friend's work is never a good idea **because** you won't get any knowledge. Even if no one finds out that you've been cheating, YOU will know. You'll feel bad about it and you'll never learn to do that kind of work.

Tank: Most people say cheating is bad, and it's wrong. There is also that popular phrase everyone loves to use: "When you cheat, you're really cheating yourself." Is this true? I say: NO! I have cheated on tests, homework and projects all through my school years. It's something I take pride in. I'm proud of myself **because** out of the hundreds of times I've cheated, I've only been caught ONE time.

Pinky: **Since** every school has a cheating policy, cheating can get you in serious trouble. You can get an automatic F or Zero on the test or project or even be expelled (выключаны) from school. If you cheat to get a better mark, you're taking a big risk of getting a much worse mark.

Grace: Cheating is unfair. School can help make you a better person in many ways, and help you learn the things you'll need in your future life. If you cheat, you'll never really learn these things, **for** all you're going to learn is how to cheat!

Tank: Unfair? School is unfair to you too **for** most of the subjects you have to take at school, you will never need in your life. If you're not going to study Physics or Maths at college or university, why would you need the laws of relativity (законы адноснасці)? Save time for yourself.

Pinky: **As** it's important to play fair in games and sports, school must be a place for fair play, too. When you cheat at school to get better marks, it's unfair to the kids who actually studied and did the work.

Fred: I cheat **because** my homework, test or projects are not a bed of roses. I can't cope with them but I want to get as good marks as my classmates. **As** my parents think I have no problems at school I don't want to disappoint them.

Grammar focus

Clauses of reason

- **Read the sentences with the words in bold and answer the questions.**

What subordinate clauses do the words in bold introduce? What is the place of the subordinate clauses in the complex sentences? Why?

- **Complete the rule using the correct conjunction from the box below.**

for	since	because	as

Clauses of reason with the conjunction ... usually follow the main clause to show that the reason is very important.

Clauses of reason with the conjunctions ... and ... are usually before the main clause to show that the reason is well-known.

Clauses of reason with the conjunction ... always follow the main clause to show that the reason is an afterthought.

- **Read the rule on page 284 and check yourselves. Combine the sentences from A and B to make up different ideas about cheating. Explain why these conjunctions are used.**

A	B
I sometimes cheat at school	**since** I don't want to look stupid
I never cheat at school	**because** it's the easiest way to get a higher mark
I hate cheating	**for** it's unfair
I don't mind cheating at school	**for** you might get into trouble
I copy my homework from my classmates	**because** I'm lazy
	as some subjects are a hard nut to crack

fair **(**adj**)** – **un**fair   honest **(**adj**)** – **dis**honest

2b. Read the text again and complete the table.

Arguments FOR cheating	**Arguments AGAINST cheating**
...	...

3. Express your opinion about cheating. Use the linking words.

first of all, secondly, furthermore, in addition to this, moreover, because, for, since, as

4. You are going to take part in a debate about cheating. You will need the following phrases. Match the phrases with their functions.

1. I'm afraid I can't agree with / that …
   I cannot believe that …
   I don't find it a very convincing argument.
2. I find it a very convincing argument.
   I'd like to support …'s point of view about …
   That's just what I think.
3. These are all important points, however/on the other hand …
   It is true that … Nevertheless, …
   That is a good point but …

A. Accepting sb's idea
B. Accepting sb's idea but not being convinced
C. Expressing disagreement

5a. Prepare for the debate. Draw out the cards with the words "For" and "Against" to find out what point of view you will have to defend during the debate in the next lesson.

5b. At home prepare for the debate:

– think of your arguments,
– write them down,
– try to predict the opposite team's arguments and how to contradict them.

6. Hold the debate about cheating.

A. Follow the rules of debate.

– Don't interrupt others.
– Don't offend others.
– Raise your hand if it's not your time of speaking.
– Don't whisper.

B. Start the debate.

Tips:

– Don't forget to use the linking words and phrases from the previous lesson.

– The results of the debate will depend on both your convincing arguments and following the rules.
– If you break a rule, your team gets a red card.

7. **Has the debate influenced your own opinion on the topic? Has your opinion changed?**

Lesson 8. A true school story

1a. **Read Part I of the story. Who are the following people?**

Charles Pryor	A. J. Fielder	Happy Jack
	Jimmy and Johnny Farrar	

Part I



When I was a Senior[1] at E.C. Glass High School in Lynchburg, Virginia during the 1961–62 school year, we had a nasty teacher named A.J. Fielder, better known as "Happy Jack". Happy Jack Fielder taught hard courses in Chemistry and Physics. He gave low grades (marks) to his students. Many students needed high grades to get into the college of their choice.

I was one of those who decided to take the risk of taking Happy Jack's classes. Happy Jack gave very hard tests. Almost all of us got no better than 50 or 60 out of 100 on these tests. In other words, we were failing. If we failed, we would not be able to go to college at all.

However, there was one kid in the class who always got 100 on every Physics test. His name was Charles Pryor. He was not regarded (не лічыўся) as one of the smartest (cleverest) kids in the school. Actually, I was regarded as the smartest kid in the school, although I knew that in reality I was not.

[1] senior [ˈsiːnɪə] – старшакласнік

I had close friends named Jimmy and Johnny Farrar, who were identical twins. They were also among the smartest kids in the school and were taking the same Physics class from Happy Jack. I went over to their house many times to discuss our low grades in Physics.

We knew that something had to be done about this. We were desperate[1]. By getting 100 on every test while the rest of us were getting not more than 60, Charles Pryor was placing us all in a difficult situation. We were all studying hard. We did not think that he was very smart, so it could not have been that he knew the material better than we did.

a place (n) – месца	to place (v) – ?

We finally understood how he did it.

There were three Physics classes, taught in periods (lessons) 4, 5 and 6. Charles Pryor was in the sixth period. Happy Jack gave the same tests to all three periods. Therefore, during period 5 Charles Pryor could meet with a student from period 4 who had just taken the test, find out what the questions were and look up the answers before period 6. We became convinced (упэўнены) that this was what Charles Pryor was doing. He was a cheat.

Now, what to do about this?

1b. Explain

1) why senior students needed high grades,
2) why students tried to avoid Happy Jack's classes,
3) why the three friends were desperate,
4) why they thought that Charles Pryor was cheating,
5) how Charles Pryor was cheating.

2a. What do you think the boys did?

2b. Read Part II and check your guesses.

Part II

Finally, we decided to write an anonymous letter to A. J. Fielder explaining what Charles Pryor was doing. However, we did not want to say that it was Charles Pryor who was doing it. We

[1] desperate [ˈdespərət] – у адчаі



paper



glue



envelope



scissors

just said that some student was doing this. In order to make sure that nobody would ever know who had written the letter, we put on gloves and bought a new pad of paper, so that our fingerprints (адбіткі пальцаў) would not appear on the paper. We went through newspapers and found the words we wanted to write, cut them out with scissors and pasted them with glue. We got a new envelope and put the letter in the envelope. Then, we mailed the letter to Happy Jack.

A few days later, Happy Jack made an announcement (аб'ява) to all the Physics classes. He read the letter in class. He wanted to know right away who had written the letter and who the cheating student was. I kept silent and did not raise my hand and neither did Jimmy or Johnny Farrar.

A few days later, Happy Jack Fielder gave us another test. However, he did not give the same test to all three classes. Instead, he gave an easy test to the students in period four. Everybody in that class got 100 on that test. Then, he gave an extremely difficult test to the students in periods 5 and 6. His message was clear: "If you do not say the name of the cheating student, all of you will fail. You will not be able to go to college and your futures will be ruined."

I went over to Jimmy and Johnny Farrar's house again. Now, we were really worried. We decided that we had no choice. We wrote another letter. The second letter contained only one sentence: "The person referred to in the previous letter is Charles Pryor."

A few days later, I was walking down the high school corridor past the classroom door and saw A. J. Fielder with my letter in his hand, having a heart-to-heart talk with Charles Pryor. I do not know what happened next and heard nothing more about this.

We all passed our exams and went to college.



For 40 long years since 1961 I have been keeping this secret. In all these years, until today, I have never told anyone about this letter.

Today, after 40 years, I decided to look up Charles Pryor on the Internet, and here is what I found:

Charles W. Pryor has a Ph.D. degree[1] in Physics and is the CEO and Chairman of the Board[2] of Westinghouse Electric Corporation, whose technologies are used in nuclear power plants (на атамных станцыях) all over the world. Charles W. Pryor won the Academy of Distinguished Alumni Award[3] for 1998.

We must now realize that he was not cheating after all. He was simply better at physics than we were.

This is a true story.

After Sam Sloan

2c. Explain why

1) they decided to write a letter,
2) they put on gloves and bought a new pad of paper,
3) all the students in period 4 got 100 on the test,
4) the three friends decided to write another letter,
5) Happy Jack had a heart-to heart talk with Charles Pryor,
6) Charles Pryor always got 100 on Physics tests.

3. Discuss in groups.

- What do you think about the boys' idea to write a letter to the teacher?

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[1] PhD degree – кандыдацкая ступень
[2] CEO and Chairman of the Board – выканаўчы дырэктар і старшыня праўлення
[3] Academy of Distinguished Alumni Award – узнагарода Акадэміі выдатных выпускнікоў

- Should students inform teachers about their classmates' cheating?
- Do you think teachers should give different tests for different classes? Why? Why not?

4. Write a short play based on the story.

A. Include the conversations between:

1) Sam Sloan and the twins, 2) Mr Fielder and the class, 3) Happy Jack and Charles Pryor.

B. Choose a role and read the play.

C. Act out the play.

Lesson 9. Goodbye, school!

1a. Remember your school year and complete the sentences.

1. This year, I've had my best marks in … . 2. My best day of this school year was when … . 3. The most confusing moment happened when … . 4. I was really disappointed when … . 5. We've become friends with …, and we had a great time when … . 6. The most fun my friends and I had this year was when … .

1b. Share the information with your partner.

1c. Tell the class interesting facts you have learnt about your partner.

2. Play the board game in groups of three.

1. What is a happy family in your view?
2. How are you getting on with your parents?
3. What person has influenced your life greatly?
4. Which is more important: a family or friends?
5. What is friendship in your opinion?
6. Why is a balanced healthy diet important?
7. What do you do to keep to a healthy lifestyle?
8. What are your preferences in fashion?
9. Is looking good important to be successful nowadays?

10. What inventions can't you imagine your life without?
11. Are new technologies improving communication?
12. What do you do in your leisure time?
13. What visit to the museum/theatre do you remember?
14. Which climate do you prefer: the Belarusian or the British?
15. Do you always listen to the weather forecast? Why/Why not?
16. What are the causes and impacts of natural disasters?
17. What can people do to stop the global warming?
18. How do you cope with school problems?
19. What do you do to improve your marks at school?
20. Are you for or against cheating?

3a. **Listen to the song. What is the singer going to do on holiday?**

Summer Holiday

We're all going on a summer holiday,
no more working for a week or two.
Fun and laughter on our summer holiday,
no more worries for me or you,
for a week or two.

We're going where the sun shines brightly,
we're going where the sea is blue.
We've all seen it on the movies,
now let's see if it's true.

Everybody has a summer holiday
doin' things they always wanted to.
So we're going on a summer holiday,
to make our dreams come true
for me and you.
For me and you.



3b. **Sing the song.**

3c. **What are your plans for the summer?**

Help box. I'm going to … I think / I hope … Perhaps / Maybe I'll … First of all … Then … After that … Afterwards

Grammar reference

UNIT 1

Lesson 4. Expressing future actions. Выражэнне будучых дзеянняў

Ex. 3

1. З дапамогай якіх відачасавых формаў можна перадаць будучы час у англійскай мове? 2. Якая часавая форма выкарыстоўваецца для перадачы дзеяння, якое гаворачы лічыць ***магчымым*** *у будучым ці* ***цалкам упэўнены****, што яно адбудзецца? 3. Якая часавая форма выкарыстоўваецца для перадачы дзеяння,* ***запланаванага*** *ці* ***падрыхтаванага*** *на бліжэйшы час? 4. Як выражаюцца намеры ці планы на будучае?*

Future Simple выкарыстоўваецца для перадачы дзеянняў, якія дакладна ці магчыма адбудуцца ў будучым. У гэтым выпадку *Future Simple* выкарыстоўваецца пасля выразаў *I think*, *maybe*, *probably*, *I hope*, *I expect*, *I'm sure*.

I think I<u>**'ll see**</u> you tomorrow. – Думаю, я <u>**ўбачу**</u> цябе заўтра.

Present Continuous выкарыстоўваецца для перадачы запланаваных на бліжэйшы час дзеянняў, у тым ліку пры наяўнасці дамоўленасці. Часцей за ўсё *Present Continuous* выкарыстоўваецца з дзеясловамі руху (come, fly, leave, meet, etc.)

I'm meeting the Browns tonight. – Сёння вечарам я **сустракаюся** з Браўнамі.

Канструкцыя *to be going to* выкарыстоўваецца для перадачы намераў і планаў на будучае.

We **are going to** buy a new car. – Мы **збіраемся купіць** новую машыну.

UNIT 2

Lesson 1. Absolute possessive pronouns. Абсалютныя прыналежныя займеннікі

Прыналежныя займеннікі (possessive pronouns) могуць ужывацца перад назоўнікамі, г.зн. як азначэнні да назоў-

ніка, таму ў сучасных слоўніках яны называюцца *possessive adjectives* or *possessive determiners* (вызначальнікі назоўніка).

This is **my** friend.

Абсалютныя прыналежныя займеннікі (absolute possessive pronouns) выкарыстоўваюцца без назоўніка, у функцыі прэдыкатыва. Часта яны называюцца *possessive pronouns*.

She is a friend of **mine**.

Асабовыя займеннікі	**Прыналежныя займеннікі**	**Абсалютныя прыналежныя займеннікі**
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
they	their	theirs

UNIT 3

Lesson 4. Degrees of comparison of adverbs. Ступені параўнання прыслоўяў

Прыслоўі спосабу дзеяння, а таксама некаторыя іншыя могуць мець **вышэйшую** і **найвышэйшую** ступені параўнання (звычайная ступень супадае з зыходнай формай). Перад такімі прыслоўямі можна па сэнсу паставіць слова *very*. Ступені параўнання прыслоўяў утвараюцца гэтак сама, як і

ступені параўнання прыметнікаў. Прыслоўі часу, месца і шмат якія іншыя ступеняў параўнання не маюць.

1. Аднаскладовыя прыслоўі і двухскладовае прыслоўе **early** утвараюць ступені параўнання шляхам дабаўлення суфікса **-er** (вышэйшая ступень), суфікса **-est** (найвышэйшая ступень).

Звычайная ступень	**Вышэйшая ступень**	**Найвышэйшая ступень**
fast *хутка*	fast**er** *хутчэй*	fast**est** *хутчэй за ўсё*
late *позна*	lat**er** *пазней*	lat**est** *пазней за ўсё*
soon *хутка*	soon**er** *хутчэй*	soon**est** *хутчэй за ўсё*
hard *старанна*	hard**er** *старанней*	hard**est** *старанней за ўсё*
early *рана*	earli**er** *раней*	earli**est** *раней за ўсё*

2. Прыслоўі, утвораныя ад прыметнікаў з дапамогай суфікса **-ly**, утвараюць вышэйшую ступень з дапамогай слова **more**, а найвышэйшую – **most**.

Звычайная ступень	**Вышэйшая ступень**	**Найвышэйшая ступень**
easily *лёгка*	**more** easily *лягчэй*	**most** easily *лягчэй за ўсё*
clearly *ясна*	**more** clearly *ясней*	**most** clearly *ясней за ўсё*

3. Наступныя прыслоўі, як і адпаведныя ім прыметнікі, утвараюць ступені параўнання <u>не па правілу</u>.

Звычайная ступень	**Вышэйшая ступень**	**Найвышэйшая ступень**
well *добра*	**better** *лепш*	**best** *лепш за ўсё*
badly *дрэнна*	**worse** *горш*	**worst** *горш за ўсё*
little *мала*	**less** *менш*	**least** *менш за ўсё*
much *многа*	**more** *больш*	**most** *больш за ўсё*

Звычайная ступень	Вышэйшая ступень	Найвышэйшая ступень
far *далёка*	**farther** / **further** > *далей*	**farthest** / **furthest** > *далей за ўсё*

Для ўзмацнення вышэйшай ступені прыслоўяў, як і прыметнікаў, ужываюцца словы **much** *значна*, **much more** *намнога*.

It is much **better** to say nothing. – Намнога **лепш** нічога не гаварыць.

She is feeling much **better.** – Яна адчувае сябе намнога **лепш.**

She is feeling much **worse.** – Яна адчувае сябе намнога **горш.**

UNIT 4

Lesson 3. Pronouns *another, other / others, the other / the others*. Займеннікі *another, other / others, the other / the others*

Another + singular noun

Займеннік ***another*** ужываецца з назоўнікамі ў адзіночным ліку, напрыклад: *another skirt, another model.* Ён можа перадаваць два адценні значэння:

– «іншы» (па якасці) – *a different person or thing of the same type:*

This chair is broken. Take **another** one. – Гэтае крэсла зламанае. Вазьмі іншае.

– «другі, яшчэ адзін» (па колькасці) – *one more person or thing of the same type as before:*

Can I have **another** apple? – Можна мне **яшчэ адзін** яблык?

Other + plural noun / _Others_

Займеннік **other** ужываецца перад назоўнікам у множным ліку (*other details, other materials*) ці самастойна ў фор-

ме множнага ліку **others** і перадае наступныя адценні значэнняў:

– «іншыя, дадатковыя» – *additional people or things of the type already mentioned or known about:*

In addition to Nicola, Mrs Stanley has three **other children**.

– «іншыя» – *people or things different from the ones already mentioned or known about:*

I suggested a camping holiday, but Kerry had **other ideas**.

She has **other interests**.

Some people like rock music, **others** don't.

– «іншыя» – *people in a general way when you are not including yourself as one of them*:

I don't care what **other people** think.

We aim to develop in our students a sense of responsibility and a respect for **others**.

Remember: *some other / any other + singular noun*. Not now. We'll talk about it *some other time*. The Greeks spend more money on food than *any other nation* in Europe.

***The* (my, his, her) *other* + singular noun**

Займеннік **the other** ужываецца з назоўнікам у адзіночным ліку (*the other boy*, *the other sweater*) у значэнні:

– «другі» (калі гаворка ідзе пра дзве канкрэтныя асобы, пра два прадметы ці аб'ект складаецца з дзвюх частак) – *the thing or person from two definite things or people, mentioned after the first one*:

Here is only one shoe. Where is **the other**?

She was looking around for **her other shoe**.

I held onto the rope with **my other hand**.

– «іншы, супрацьлеглы» – *opposite:*

A taxi had stopped on **the other side** of the road.

He sat at **the other end** of the sofa.

I did my best to avoid a car coming from **the other direction**.

I tried to attract her attention, but she was looking **the other way**.

The **(my, your)** ***other*** **+ plural noun** / ***The others***

Займеннік **the other** ужываецца таксама перад назоўнікамі ў множным ліку (*other details, other materials*) ці самастойна ў форме множнага ліку **the others** і мае наступнае значэнне:

– «іншыя, астатнія» (з канкрэтнай групы людзей ці прадметаў) – *the rest of the people or things in a definite group:*

We stayed until all **the other guests** had gone home.

Beethoven's Ninth Symphony is much longer than **his other symphonies**.

Where are **my other cassettes** that I gave you?

There are only three books in the bag. Where are **the others?**

Lesson 4. Reported speech: statements. Ускосная мова: апавядальныя сказы

Direct Speech (Простая мова)	Reported Speech (Ускосная мова)
A. Vivienne **says to** the reporter: **"I am** attracted to people who know what suits them." **B. "I don't** feel comfortable defending **my** clothes," she **says**.	**A.** Vivienne **tells** the reporter **she is** attracted to people who know what suits them. **B.** She **says she doesn't** feel comfortable defending **her** clothes.

Простая мова – гэта цытаванне чыіх-небудзь слоў.

У адрозненне ад простай мовы ўскосная мова перадае чужое выказванне ад асобы аўтара і ўзнаўляе яго не даслоўна, а толькі з захаваннем агульнага зместу (хоць у асобных выпадках ускосная мова можа набліжацца да даслоўнага ўзнаўлення чужой мовы).

Пры пераходзе апавядальнага сказа з простай мовы ва ўскосную будуецца складаназалежны сказ і ўносяцца наступныя змены:

1) дзеяслоў **say to smb**, які ўводзіць простую мову, замяняецца дзеясловам **tell smb;**
2) асабовыя і прыналежныя займеннікі замяняюцца паводле сэнсу: **I – she, my book – her book;**
3) дзеяслоў у дадзеным сказе можа памяняць форму ў адпаведнасці з дзейнікам. Напрыклад, **have – has;** I **don't feel** – she **doesn't feel;**

4) калі ў галоўным сказе дзеяслоў, які ўводзіць ускосную мову, стаіць у прошлым часе, то ў дадзеным сказе адбываецца зрух часоў у мінулае (Sequence of Tenses) наступным чынам: Present Simple → Past Simple, Present Continuous → Past Continuous, Present Perfect → Past Perfect, Past Simple → Past Perfect, Future Simple → Future Simple in the Past. Змяняюцца таксама прыслоўі часу і месца і ўказальныя займеннікі: today – that day, yesterday – the day before, tomorrow – the next day, ... ago – ... before, last ... – the ... before, next ... – the following ..., here – there, this – that, these – those.

Lesson 5. Reported commands. Ускосная мова: пабуджальныя сказы

Direct Speech (Простая мова)	**Reported Speech (Ускосная мова)**
The model **says to** her assistant: "**Hurry up! Don't be** slow!"	The model **tells/asks** her assistant **to hurry up**. She **tells/asks** her **not to be** slow.

Загад ці просьба ва ўскосна мове звычайна перадаецца інфінітывам з часціцай **to**:

tell/ask sb (not) to V

Lesson 6. Reported questions. Ускосная мова: пытальныя сказы

Direct Speech	**Reported Speech**
The journalist: "What **is** your secret?" The journalist: "**Do** you take care of **your** skin?"	The journalist asks David what his secret **is**. The journalist wants to know if he takes care of **his** skin.

1. Ускоснае пытанне ўяўляе сабой складаназлучаны сказ.

2. У галоўным сказе выкарыстоўваюцца ўводныя словы *ask*, *want to know*, *wonder*, *it's interesting* ...

3. У дадзеным сказе пытанне пераўтвараецца ў апавядальны сказ з прамым парадкам слоў, таму дапаможныя дзеясловы *do*, *does*, *did* у сцвярджальных сказах ускоснай мовы знікаюць. Змяняюцца таксама займеннікі і формы дзеясловаў у залежнасці ад новага дзейніка.

NB: Калі ў галоўным сказе дзеяслоў, які ўводзіць ускоснае пытанне, стаіць у прошлым часе, то ў дадзеным сказе адбываецца зрух часоў у мінулае згодна з правіламі дапасавання часоў (Sequence of Tenses).

4. Агульнае пытанне ўводзіцца злучнікамі **if** і **whether**, якія перакладаюцца на беларускую мову часціцай **ці** пасля дзеяслова.

5. Спецыяльнае пытанне ўводзіцца тым жа пытальным словам, што і адпаведнае пытанне ў простай мове.

UNIT 6

Lesson 3. Modal verbs *must* / *may* / *might* / *could* / *can't* + different infinitives for certainty and possibility. Мадальныя дзеясловы *must* / *may* / *might* / *could* / *can't* з рознымі відамі інфінітыва для перадачы ўпэўненасці і верагоднасці

У англійскай мове ёсць чатыры віды інфінітыва – такія ж, як і групы часоў. Адпаведна захоўваецца іх асноўнае значэнне: *Indefinite (Simple) Infinitive* указвае на звычайнае дзеянне, *Continuous* перадае дзеянне, што адбываецца ў момант гаварэння, *Perfect* – дзеянне, завершанае да моманту гаварэння, *Perfect Continuous* – што працягвалася да моманту гаварэння. Інфінітывы выкарыстоўваюцца як з часціцай **to**, так і без яе.

I want **to help** you. We can **do** it ourselves.

Indefinite (Simple) Infinitive выкарыстоўваецца пасля значных дзеясловаў *want*, *like*, *need*, *recommend*, *advise*, *decide* і іншых і пасля мадальных дзеясловаў. Усе астатнія інфінітывы ўжываюцца пасля мадальных дзеясловаў і перадаюць розныя адценні значэнняў, напрыклад верагоднасць ці ўпэўненасць у тым, што дзеянне магчымае цяпер, у мінулым або ў будучым.

He **must** ***be reading***. – Ён напэўна чытае (цяпер).

He **might** ***have read*** the book. He's had it for a month. – Ён, мабыць, прачытаў кнігу. Яна была ў яго месяц.

He did the work very badly. He **can't** ***have been trying*** hard to do the task. – Не можа быць, каб ён вельмі стараўся выканаць заданне.

Indefinite (Simple) Infinitive **V** (rain, etc)	**Continuous Infinitive** **be + V ing** (be raining)
Perfect Infinitive **have + V3** (have rained)	**Perfect Continuous Infinitive** **have been + V ing** (have been raining)

Мадальныя дзеясловы **must** / **may** / **might** / **could** / **can't** у спалучэнні з рознымі інфінітывамі перадаюць наступныя значэнні.

Мадальны дзеяслоў і яго значэнне	Infinitive	Час дзеяння
100 percent ***certainty*** She **must** (Мабыць ...) She **can't** (Не можа быць, каб ...)	be at home.	present
	be reading.	now
possibility (it's possible, but I am not sure) She **may** / **might** / **could** (Магчыма ...)	have read the book.	past
	have been reading the book since morning.	past

UNIT 7

Lesson 3. Article with the names of museums / theatres/ cinemas / galleries, etc. Артыкль з назвамі музеяў, тэатраў, кінатэатраў, галерэй і г.д.

Большасць назваў тэатраў (the Palace Theatre, the Royal Theatre, the Globe), кінатэатраў (the Odeon Cinema, the Filmworks, the Classic Cinema, the Plaza, the Oktyabr Cinema), музеяў (the British Museum, the Science Museum), галерэй (the Tate Gallery, the National Gallery), рэстаранаў (the Goose, the Slug and Lettuce), атэляў ужываецца з азначальным артыклем. Аднак калі ў гэтых назвах выкарыстоўваецца імя ўласнае ў прыналежным склоне (Matilda's Restaurant, Durrant's (Hotel), McDonald's, St John's Church, Harrods (shop), Madame Tussauds (museum of wax figures), Lloyds Bank), першае слова ўяўляе сабой прозвішча чалавека ці назву якога-небудзь месца (Norwich Museum, Duxford Museum, Portsmouth Natural History Musem), артыкль, як правіла, не ўжываецца.

– Shall we eat at the Goose?

– No, I'm a vegetarian. Let's eat at the Slug and Lettuce.

The Filmworks in Greenwich is a huge cinema complex next to the Holiday Inn on the Greenwich Peninsula.

The National Gallery is on the northern side of Trafalgar Square, opposite Nelson's Column. It's about a fifteen-minute walk from the British Museum.

UNIT 8

Lesson 1. Article with inventions and means of communication. Артыкль з назвамі вынаходак і сродкаў камунікацыі

Часта назвы вынаходак, многія з якіх з'яўляюцца сродкамі камунікацыі, выкарыстоўваюцца ў абагульненым сэнсе : the wheel, the computer і інш.

Азначальны артыкль **the** выкарыстоўваецца, калі вынаходка асацыіруецца з канкрэтным назоўнікам, напрыклад: the telephone, the mobile phone, the computer, the sail, the book і інш.

The telephone was invented by Alexander Graham Bell (the telephone асацыіруецца з тэлефонным апаратам, што выкарыстоўваецца для тэлефоннай сувязі, г.зн. з канкрэтным назоўнікам).

Артыкль НЕ выкарыстоўваецца, калі вынаходка асацыіруецца з абстрактным назоўнікам, напрыклад: television (сістэма трансліравання інфармацыі), photography (працэс фатаграфавання), cinema (здымка і паказ фільмаў; мастацтва) і калі слова заканчваецца на -ing: cloning.

Radio owes its development to two other inventions, the telegraph and the telephone, all three technologies are closely related (radio асацыіруецца з сістэмай, што перадае інфармацыю на далёкія адлегласці з дапамогай радыёхваль).

Email is a wonderful invention which links people across the world (сістэма адпраўкі паведамленняў з аднаго камп'ютара на другі).

Запомніце ўжыванне артыкля ў наступных словазлучэннях:

TELEPHONE

over the telephone: People are interviewed over the telephone.

by telephone: Computers send information by telephone using a modem.

on the telephone: 1) He's been on the telephone for the past two hours (=talking to someone); 2) I can't believe you're not on the telephone (=have no telephone in your home, office).

RADIO

turn on / off a radio (= a radio set): Let's turn on the radio. It's time for the news.

the radio (=the programmes): I like listening to the radio while I'm driving.

on the radio: We heard a lot of flood warnings on the radio.

by radio: We might be able to contact him by radio.

He's worked *in radio* (= work) all his life.

TELEVISION

watch television: Most people watch television every day.

on television: What's on TV? We watched the news on television.

It's not easy to write plays *for television* (= form of entertainment).

turn on / turn off / switch on / switch off a television (= a television set): Kelly switched on the television and forgot about everything.

BUT

I'd like to buy **a** new radio / television (set).

Lesson 2. Complex sentences with attributive relative clauses. Азначальныя даданыя сказы

I. Азначальныя даданыя сказы выконваюць функцыю азначэння і адказваюць на пытанне **What ...? Which ...?** *Які ..?* Яны ідуць непасрэдна за тым назоўнікам у галоўным сказе, які яны вызначаюць, і злучаюцца з галоўным сказам наступнымі злучальнымі словамі:

– адноснымі займеннікамі (relative pronouns):

who *які*; **whom**[1] *якога*; **whose** *чый*, *якога*; **which** *які*; **that** *які*;

– прыслоўямі (adverbs):

when *калі*; **where** *дзе*, *куды*.

II. Азначальныя даданыя сказы могуць быць **абмежавальнымі** (defining or restricting) і **неабмежавальнымі** (non-defining or non-restricting).

а) **Абмежавальны** (defining) даданы сказ уплывае на сэнс сказа. Ён выдзяляе назоўнік, да якога адносіцца, і далучаецца да галоўнага сказа з дапамогай злучнікаў **who, that, which**, якія ў даданым сказе могуць з'яўляцца дзейнікам (гл. 1) ці дапаўненнем (гл. 2) – у гэтым выпадку злучнік можна апусціць:

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[1] Whom – форма аб'ектнага склону займенніка 'who' ужываецца ў гутарковай мове.

1. **who / that** (for people)

This is the man **who** *bought the gadget*. – *Гэта чалавек, які купіў тэхнічную навінку.*

2. **that / which** (for things and animals)

This is the gadget **(that/which)** *he bought*. – *Гэта – тэхнічная навінка, якую ён купіў.*

б) **Неабмежавальны** (non-defining) даданы сказ не з'яўляецца істотным для значэння ўсяго сказа. Ён утрымлівае дадатковыя звесткі. Галоўны сказ будзе мець сэнс і без такога даданага сказа.

This man, who lives in the neighbouring street, bought the gadget in our shop yesterday. – Чалавек, які жыве на суседняй вуліцы, учора купіў тэхнічную навінку ў нашым магазіне.

This gadget, which was bought in our shop yesterday, will have to be exchanged. – Гэтая тэхнічная навінка, якую купілі ў нашым магазіне ўчора, будзе заменена.

в) **Пунктуацыя:** абмежавальныя даданыя сказы коскамі не выдзяляюцца. Неабмежавальныя даданыя сказы выдзяляюцца коскамі, а часам працяжнікам ці дужкамі.

This man (who lives in the neighbouring street) bought the gadget in our shop yesterday.

This gadget – which was bought in our shop yesterday – will have to be exchanged.

г) **У гутарковай мове** замест складаназалежных сказаў з даданымі азначальнымі неабмежавальнымі ўжываюцца звычайна простыя (simple) сказы, што ідуць адзін за адным.

Параўнайце:

My brother, who is a computer engineer, is on a business trip now. – Мой брат, які з'яўляецца камп'ютарным інжынерам, зараз у камандзіроўцы. My brother is a computer engineer. He is on a business trip now.

д) Даданыя азначальныя (defining and non-defining) уводзяцца таксама адносным займеннікам **whose,** калі гаворка ідзе пра людзей. Гэты ж займеннік выкарыстоўваецца ў дачыненні да неадушаўлёных назоўнікаў, але замест яго лепш карыстацца займеннікам **which** з прыназоўнікам **of.**

He is a person **whose** invention made him popular all over the world.

One of the gadgets **whose** functioning may cause problems is iPhone-4. = One of the gadgets the functioning **of which** may cause problems, is iPhone-4.

У неабмежавальных (non-defining) даданых сказах **which** замяняе цэлы сказ.

Yesterday she didn't work on the computer, **which** was very unusual for her.

е) Даданыя азначальныя часта ўводзяцца **адноснымі прыслоўямі where** (for place) і **when** (for time) замест адноснага займенніка з прыназоўнікам. Параўнайце:

The office **in which he works** is situated in a remote part of the town. (written language)

The office **he works in** is situated in a remote part of the town. (spoken English)

The office **where he works** is situated in a remote part of the town. (spoken English)

Або:

The times **during which** communication was slow are long gone. (written language)

The times **when** communication was slow are long gone. (spoken English)

Lesson 5. Complex sentences. Складаназлучаныя сказы

I. Сказ (sentence) – гэта спалучэнне слоў, што выражаюць закончаную думку.

Email is gradually replacing snail mail. – Электронная пошта паступова замяняе звычайную пошту.

Члены сказа падзяляюцца на *галоўныя* і *даданыя*. Галоўныя члены сказа – *дзейнік* (subject) і *выказнік* (predicate). Даданыя члены сказа – *дапаўненне* (object), *азначэнне* (attribute) і *акалічнасць* (adverbial).

Парадак слоў у англійскай мове з'яўляецца асноўным сродкам адрознення членаў сказа. Парадак слоў апавядальнага сказа – прамы, фіксаваны: дзейнік, выказнік, дапаўненне.

I received the message yesterday. – Я атрымаў гэтае паведамленне ўчора.

II. Па сваёй структуры сказы падзяляюцца на *простыя* (simple sentences) і *складаныя.* Простыя сказы бываюць *развітыя* і *неразвітыя.*

Складаныя сказы падзяляюцца на *складаназлучаныя* (compound sentences) і *складаназалежныя* (complex sentences).

Складаназлучаны сказ складаецца з двух і больш раўнапраўных простых сказаў (clauses), звязаных злучальнымі злучнікамі: *and* (і); *but* (але); *while*, *whereas* (а, у той час як); *or* (ці); *otherwise* (інакш); *either* ... *or*, *neither* ... *nor* (ці ... ці, або ... або).

Email is efficient and reliable, while snail mail is something very personal. – Электронная пошта дзейсная і надзейная, у той час як звычайная пошта з'яўляецца чымсьці вельмі асабістым.

III. Складаназалежны сказ складаецца з галоўнага (*the principal* or *main clause*) і аднаго ці некалькіх даданых сказаў (*subordinate clause(s)*, якія паясняюць галоўны. Даданыя сказы выконваюць ролю розных членаў сказа: дзейніка (subject), іменнай часткі выказніка (predicative), дапаўнення (object), азначэння (attributive), акалічнасці (adverbial).

IV. Тыпы даданых сказаў

1. **Даданыя сказы дзейнікі** (subject subordinate clauses) уводзяцца злучнікамі *that* (што), *if/whether* (ці), *who* (хто), *what* (што), *which* (які), *when* (калі), *where* (дзе), *how* (як), *why* (чаму).

***That the Internet is an effective means of communication* is well known.** – Тое, што інтэрнэт – эфектыўны сродак зносін, добра вядома.

2. **Даданыя сказы прэдыкатыўныя** (predicative subordinate clauses) выконваюць функцыю іменнай часткі выказніка і ўводзяцца злучнікамі *that* (што), *if/whether* (ці), *who* (хто), *what* (што), *which* (які), *when* (калі), *where* (дзе), *how* (як), *why* (чаму).

The problem is *that young people get addicted to mobile phones and the Internet*. – Праблема ў тым, што маладыя людзі становяцца залежнымі ад мабільных тэлефонаў і інтэрнэта.

3. **Даданыя сказы дапаўняльныя** (object subordinate clauses) далучаюцца да галоўнага сказа з дапамогай злучнікаў *that*, *if/whether*, *what*, *who*, *which*, *where*, *how*, *why*.

I don't know ***where the contradiction lies.*** – Я не ведаю, дзе ляжыць супярэчнасць.

4. **Даданыя сказы азначальныя** (attributive subordinate clauses) далучаюцца да галоўнага сказа з дапамогай такіх злучнікаў і прыслоўяў, як *who* (які), *whose* (чый), *which/that* (які), *where* (дзе), *why* (чаму).

Here is the gadget (that / which) ***we have spoken about.*** – Вось і прыстасаванне, пра якое мы гаварылі. (Гл. матэрыялы па тэме Attributive clauses.)

5. **Даданыя сказы акалічнасныя** падзяляюцца на акалічнасныя сказы:

а) **месца** (adverbial clauses of place), якія, зыходзячы з назвы, патрабуюць толькі злучнікаў *where* (дзе, куды) і *wherever* (дзе б ні, куды б ні).

Do you know ***where I can access the Internet?*** – Вы не ведаеце, дзе я магу атрымаць доступ у інтэрнэт?

б) **часу** (adverbial clauses of time). Адпаведна для іх патрэбны злучнікі, што вызначаюць часавыя параметры: *when* (калі), *after* (пасля таго як), *before* (да таго як), *till* (да той пары пакуль), *while* (у той час як), *since* (з той пары як), *as soon as* (як толькі), *by the time* (на той час).

By the time you finish school**, new means of communication will be developed.** – Да таго часу калі ты скончыш школу, будуць створаны новыя сродкі сувязі.

в) **прычыны** (adverbial clauses of reason) са злучнікамі *because* (таму што), *as/since, for* (таму што).

I called you yesterday ***because I couldn't help waiting.*** – Я пазваніў табе ўчора, таму што больш не мог чакаць.

г) **мэты** (adverbial clauses of purpose) з уводнымі злучнікамі *that* (каб), *so that/in order that* (для таго каб), *lest* (каб не...).

She must speak in a low voice ***so that nobody could eavesdrop.*** – Яна павінна гаварыць цішэй, каб ніхто не мог падслухаць.

He's saving money ***in order that he can afford to buy an expensive smartphone.*** – Ён збірае грошы, каб дазволіць сабе купіць дарагі смартфон.

д) **умовы (**adverbial clauses of condition**)**, у якіх выкарыстоўваюцца злучнікі *if* (калі), *provided that/on condition that* (пры ўмове што).

***If you find the gadget I recommend,* I will lend you the money.** – Калі ты знойдзеш тое ўстройства, якое я рэкамендую, я пазычу табе грошай.

е) **уступкі (**adverbial clauses of concession**)** са злучнікамі *though* (хоць), *no matter how* (як бы ні было), *no matter what* (што б там ні было, у любым выпадку), *however*, *whoever*, *whatever*, *whichever.*

***Whatever people say about the Internet,* they're not going to stop using it. –** Што б людзі ні гаварылі пра інтэрнэт, яны не перастануць ім карыстацца.

ж) **спосабу дзеяння (**adverbial clauses of manner**)** са злучнікамі *as* (як), *as if/as though* (быццам).

He reads as quickly *as he can*. – Ён чытае так хутка, як толькі можа.

She spoke *as though nothing had happened*. – Яна гаварыла так, быццам нічога не адбылося.

UNIT 9

Lesson 4. Criticism: *should / ought to* + Perfect Infinitive. Мадальныя дзеясловы *should/ought to* + Perfect Infinitive для выражэння крытыкі мінулага дзеяння

Мадальныя дзеясловы ***should/ought to*** у спалучэнні з Perfect Infinitive (have V3) перадаюць ганьбаванне ці папрок і абазначаюць, што нехта, на думку гаворачага, няправільна зрабіў нешта ў мінулым.

should have + V3 / ought to have +V3

Kevin didn't have breakfast. His mother says, "You **ought to have had** breakfast!"
Kevin panicked. His mother says, "You **shouldn't have panicked!**"

Lesson 7. Clauses of reason.
Даданыя сказы прычыны

Даданыя сказы прычыны ўводзяцца злучнікамі **because, as, since, for** і перадаюць прычыну дзеяння.

Сказы са злучнікам **because** звычайна стаяць у канцы, што ўказвае на самую важную частку сказа – прычыну.

I went to Spain last summer **because** I wanted sunshine on every day of my holiday.

As і **since** звычайна ўжываюцца ў пачатку сказа, калі прычына ўжо добра вядомая, а таму менш важная.

As the performance had already started, we went up to the balcony and occupied some empty seats there.

Since John had already eaten, I had a sandwich.

Аднак яны могуць стаяць і пасля галоўнага сказа.

We can all go home, **since** there's no more business.

Злучнік **for** ніколі не ўжываецца ў пачатку сказа, ён заўсёды ідзе пасля коскі ў пісьмовай мове ці паўзы ў вуснай мове. Гэта своеасаблівая «думка наўздагон».

I told her to leave, **for** I was very tired.

I decided to stop the work I was doing – **for** it was very late and I wanted to go to bed.

Irregular verbs list
Спіс няправільных дзеясловаў

Verb (V)	Past Tense (V2)	Past Participle (V3)
begin пачынаць	began	begun
bend нахіляць(цца)	bent	bent
break ламаць	broke	broken
bring прыносіць	brought	brought
build будаваць	built	built
buy купляць	bought	bought
catch лавіць	caught	caught
choose выбіраць	chose	chosen
come прыходзіць	came	come
cut рэзаць	cut	cut
deal мець справу	dealt	dealt
do рабіць	did	done
draw маляваць	drew	drawn
dream марыць; сніць	dreamed, dreamt	dreamed, dreamt
drink піць	drank	drunk
drive весці машыну	drove	driven
eat есці	ate	eaten
fall па́даць	fell	fallen
feed карміць	fed	fed
feel адчуваць	felt	felt
fight змагацца	fought	fought
find знаходзіць	found	found
fit падыходзіць размерам	fit	fit
fly лятаць	flew	flown
forget забываць(цца)	forgot	forgotten
freeze замярзаць	froze	frozen
get атрымаць	got	got
give даць	gave	given
go ісці, ехаць	went	gone
grow расці	grew	grown
hang вісець	hung	hung
have мець	had	had
hear чуць	heard	heard

Verb (V)	Past Tense (V2)	Past Participle (V3)
keep трымаць, захоўваць	kept	kept
know ведаць	knew	known
lay пакласці; накрываць (*на стол*)	laid	laid
learn вывучаць, пазнаваць	learned learnt	learned, learnt
leave выязджаць, выходзіць, пакідаць	left	left
lie ляжаць	lay	lain
light запальваць	lit	lit
lose губляць, страчваць	lost	lost
make рабіць	made	made
pay плаціць	paid	paid
put класці	put	put
read чытаць	read	read
ride ехаць (*вярхом*)	rode	ridden
run бегаць	ran	run
say гаварыць, сказаць	said	said
see бачыць	saw	seen
sell прадаваць	sold	sold
send пасылаць	sent	sent
sew шыць	sewed	sewn
show паказваць	showed	shown
sing спяваць	sang	sung
sink тануць, патанаць	sank	sunk
sit сядзець	sat	sat
sleep спаць	slept	slept
spend траціць	spent	spent
spread распаўсюджваць	spread	spread
stick прыклейваць	stuck	stuck
strike удараць(цца)	struck	struck
sweep месці	swept	swept
swim плаваць	swam	swum
take браць	took	taken
teach вучыць, навучаць	taught	taught
tell гаварыць	told	told
think думаць	thought	thought
throw кідаць	threw	thrown
wear насіць	wore	worn
win выйграваць	won	won
write пісаць	wrote	written

Vocabulary

adj – adjective прыметнік
adv – abverb прыслоўе
conj – conjunction прыназоўнік
n – noun назоўнік
phr v – phrasal verb фразавы дзеяслоў
v – verb дзеяслоў

A

addict [ˈædɪkt] *n* заядлы аматар; прыхільнік
addicted [əˈdɪktɪd] *adj* схільны (*часта да дрэннага*)
addiction [əˈdɪkʃ(ə)n] *n* схільнасць (*да чаго-н.*), згубная прывычка
admission [ədˈmɪʃ(ə)n] *n* допуск, уваход (*у музей і да т.п.*)
admission fees [ədˈmɪʃ(ə)n ˈfiːz] плата за ўваход
advice [ədˈvaɪs] *n* парада
advise [ədˈvaɪz] *v* раіць
aerobics [eəˈrəʊbɪks] *n* аэробіка
affect [əˈfekt] *v* рабіць уплыў (*на*)
aggression promoting [əˈgreʃ(ə)n prəˈməʊtɪŋ] які садзейнічае агрэсіі
appear [əˈpɪə] *v* з'яўляцца
appreciate [əˈpriːʃɪeɪt] *v* цаніць
arid [ˈærɪd] *adj* сухі, засушлівы
artificial [ˌɑːtɪˈfɪʃ(ə)l] *adj* штучны, ненатуральны
atmosphere [ˈætməsfɪə] *n* атмасфера
attractive [əˈtræktɪv] *adj* прывабны
available [əˈveɪləb(ə)l] *adj* даступны, наяўны
avalanche [ˈævəlɑːnʃ] *n* лавіна, абвал (*снегу*, *зямлі*, *лёду ў гарах*)
avoid [əˈvɔɪd] *v* пазбягаць

B

bald [bɔːld] *adj* лысы
be in one's early thirties [ˈθɜːtɪz] быць ва ўзросце 30–33 гадоў
be in one's mid-thirties быць ва ўзросце 34–36 гадоў
be in one's late thirties быць ва ўзросце 37–39 гадоў
be the breadwinner [ˈbredˌwɪnə] быць галоўным здабытчыкам у сям'і
be under the weather [ˈweðə] недамагаць, нездаровіцца
bear in mind [ˈbeə ɪn ˈmaɪnd] прымаць пад увагу
beard [bɪəd] *n* барада
blizzard [ˈblɪzəd] *n* снежная завіруха, буран, мяцеліца
brain [breɪn] *n* мозг
breezy [ˈbriːzɪ] *adj* ветраны
bring together *phr v* злучаць

bully [ˈbʊlɪ] *v* задзіраць, запалохваць
bullying [ˈbʊlɪɪŋ] *n* запалохванне
button [ˈbʌt(ə)n] *n* гузік

C

cancer [ˈkænsə] *n* рак
can't help (doing smth) не магчы не зрабіць што-н.
carcinogen [kɑːˈsɪnədʒ(ə)n] *n* канцэраген
casual [ˈkæʒʊəl] *adj* штодзённы
Celsius [ˈselsɪəs] па Цэльсію
charge [tʃɑːdʒ] **fees** браць плату
charming [ˈtʃɑːmɪŋ] *adj* чароўны, цудоўны
cheat [tʃiːt] *v* падманваць, жульнічаць
cheating [ˈtʃiːtɪŋ] *n* падман; жульніцтва
chemical [ˈkemɪk(ə)l] *n* хімічны прадукт; хімікат
chit-chat [ˈtʃɪt ˌtʃæt] *v* пляткарыць
close-knit [ˌkləʊsˈnɪt] *adj* згуртаваная (*сям'я*)
clothes [kləʊðz] *n pl* адзенне
collar [ˈkɒlə] *n* каўнер
communicate [kəˈmjuːnɪkeɪt] *v* мець зносіны
communication [kəˌmjuːnɪˈkeɪʃ(ə)n] *n* зносіны
companionship [kəmˈpænjənʃɪp] *n* таварыства, сяброўства
condition [kənˈdɪʃ(ə)n] *n* стан; умова
confident [ˈkɒnfɪd(ə)nt] *adj* упэўнены
contain [kənˈteɪn] *v* утрымліваць (змяшчаць) у сабе, уключаць, мець у сваім саставе; змяшчаць
continental [ˌkɒntɪˈnent(ə)l] *adj* кантынентальны
contradiction [ˌkɒntrəˈdɪkʃ(ə)n] *n* супярэчнасць, неадпаведнасць
cope with [ˈkəʊp ˌwɪð] *phr v* спраўляцца з (*чым-н.*)
cord [kɔːd] *n* шнур
cotton [ˈkɒt(ə)n] *n, adj* бавоўна; баваўняны
cry on smb's shoulder [ˈʃəʊldə] пажаліцца, паскардзіцца каму-н.

D

damage [ˈdæmɪdʒ] *n* урон, страта; шкода
deal [diːl] **with** мець справу з
deliver [dɪˈlɪvə] *v* дастаўляць
denim [ˈdenɪm] *n*, *adj* джынсавая тканіна; джынсавы
design [dɪˈzaɪn] *n* дызайн
designer [dɪˈzaɪnə] *n* дызайнер
destroy [dɪˈstrɔɪ] *v* разбураць; рушыць, зносіць
detail [ˈdiːteɪl] *n* дэталь
device [dɪˈvaɪs] *n* устройства
dial [daɪəl] *v*, *n* набіраць нумар; дыск набору
disagree [ˌdɪsəˈɡriː] *v* не згаджацца
disagreeable [ˌdɪsəˈɡriːəb(ə)l] *adj* непрыемны
disappointed [ˌdɪsəˈpɔɪntɪd] **with (in) smb (smth)** расчараваны ў кім-н., чым-н.
disastrous [dɪˈzɑːstrəs] *adj* бядотны, гібельны
discount [ˈdɪskaʊnt] *n* скідка, дысконт
disease [dɪˈziːz] *n* хвароба

do badly [ˈbædlɪ] дрэнна спраўляцца (*з чым-н.*)

do smb a favour [ˈfeɪvə] рабіць каму-н. паслугу

do one's best рабіць усё, што залежыць ад каго-н.

do one's homework рабіць урокі

do the dishes мыць посуд

do the shopping рабіць пакупкі

do the test пісаць кантрольную работу

drizzle [ˈdrɪz(ə)l] *n*, *v* дробны дождж; імжэць

drought [draʊt] *n* засуха

drown [draʊn] *v* тапіцца (*пра людзей*), тапіць; заліваць

E

earthquake [ˈɜːθkweɪk] *n* землетрасенне, землятрус

eating habits [ˈiːtiŋ ˈhæbɪts] *n* звычкі ў харчаванні

eavesdrop [ˈiːvzdrɒp] *v* падслухваць

efficient [ɪˈfɪʃ(ə)nt] *adj* эфектыўны

end up *phr v* канчацца, заканчвацца

eruption [ɪˈrʌpʃ(ə)n] *n* выварджэнне (*вулкана*)

evaporate [ɪˈvæpəreɪt] *v* выпарацца; ператварацца ў пару

exhibit [ɪgˈzɪbɪt] *v*, *n* выстаўляць, дэманстраваць; экспанат

exhibition [ˌeksɪˈbɪʃ(ə)n] *n* выстава

expect [ɪkˈspekt] *v* чакаць, меркаваць, дапускаць

explore [ɪkˈsplɔː] *v* даследаваць, вывучаць

eyelashes [ˈaɪlæʃɪz] *n* вейкі

F

fad [fæd] *n* капрыз, дзівацтва, выдумка

fail an exam [ˈfeɪl ən ɪgˈzæm] праваліць экзамен

fair weather [ˈfeə ˈweðə] добрае, яснае надвор'е

fall [fɔːl] **(go) down** *v* падаць, апускацца

fall asleep [ˌfɔːl əˈsliːp] *v* заснуць

fall out [ˌfɔːlˈaʊt] *phr v* сварыцца

fit *v* падыходзіць размерам

fit in *phr v* прыстасоўвацца

fitness [ˈfɪtnəs] *n* вынослівасць, трэніраванасць

flavouring [ˈfleɪvərɪŋ] *n* араматызатар

flax [flæks] *n* лён

flood [flʌd] *n* паводка, патоп

floral [ˈflɔːrəl] *adj* у кветачкі

fog [fɒg] *n* туман

for [fɔː] *conj* таму што

force [fɔːs] *n* сіла

forecast [ˈfɔːkɑːst] *n*, *v* прагноз, прагназаванне; рабіць прагноз

forehead [ˈfɒrɪd] *n* лоб

free [friː] *adj* бясплатны

freeze [friːz] *v* замярзаць, замарожваць

frost [frɒst] *n* мароз, замаразкі

frosty [ˈfrɒstɪ] *adj* марозны; пакрыты інеем (шэранню)

full of beans [biːnz] жывы, энергічны

fur [fɜː] *n*, *adj* футра; футравы

furthermore [ˌfɜːðəˈmɔː] *adv* да таго ж, акрамя таго, нават больш

G

gadget [ˈgædʒɪt] *n* прыстасаванне, тэхнічная навінка

get along with *phr v* ужывацца з

get on well with smb *phr v* ладзіць з кім-н.

give a warm welcome [ˈwelkəm] цёпла, сардэчна вітаць

glacier [ˈglæsɪə] *n* ляднік

go up (by two degrees) падняцца (на два градусы)

H

habit [ˈhæbɪt] *n* прывычка, звычка

hail [heɪl] *n* град

harmful [ˈhɑːmf(ə)l] *adj* шкодны, згубны; гібельны

have an exam [ɪgˈzæm] трымаць экзамен

hazel [ˈheɪz(ə)l] *adj* карыя (*вочы*)

healthy [ˈhelθɪ] **diet** здаровае харчаванне, здаровая дыета

heat [hiːt] *n* гарачыня, спякота

heatwave [ˈhiːtˌweɪv] *n* перыяд моцнай гарачыні

heavy [ˈhevɪ] *adj* цяжкі; моцны; інтэнсіўны, шчодры

hobby [ˈhɒbɪ] *adj* хобі, захапленне, любімы занятак

hood [hʊd] *n* капюшон

however [haʊˈevə] *adv* аднак

humid [ˈhjuːmɪd] *adj* вільготны, сыры

humidity [hjuːˈmɪdətɪ] *n* вільготнасць, сырасць

hurricane [ˈhʌrɪkən] *n* ураган; трапічны цыклон

I

ice [aɪs] *n*, *v* лёд; ледзянець

illness [ˈɪlnɪs] *n* хвароба, захворванне

immature [ˌɪməˈtjʊə] *adj* нясталы, нявопытны (*чалавек*)

impact [ˈɪmpækt] *n* моцнае ўздзеянне; уплыў

in addition to [əˈdɪʃ(ə)n] у дадатак да (*чаго-н.*)

influence [ˈɪnflʊəns] *n*, *v* уплыў, уздзеянне; уплываць

interrupt [ˈɪntərʌpt] *v* перабіваць

introduce [ˌɪntrəˈdjuːs] *v* знаёміць, прадстаўляць; укараняць, уводзіць

item [ˈaɪtəm] *n* асобны прадмет

J

jogging [ˈdʒɒgɪŋ] *n* прабежка, бег трушком

K

kind-hearted [ˌkaɪnd ˈhɑːtɪd] *adj* мяккасардэчны, добрасардэчны, добры

knitting [ˈnɪtɪŋ] *n* вязанне

L

lace [leɪs] *n*, *adj* карункі; карункавы

lack [læk] *n* недахоп; адсутнасць (*чаго-н.*)

landline [ˈlæn(d)laɪn] *n* тэлефонная лінія (*правадная*)

layer [ˈleɪə] *n* пласт

learn [lɜːn] *v* вучыць, вывучаць

leather [ˈleðə] *n*, *adj* скура; скураны

leave smb cold не зрабіць уражання на каго-н., не ўразіць каго-н.

leisure [ˈleʒə] *n* вольны час

light [laɪt] *n*, *v* дзённае святло; асвятленне

lightning [ˈlaɪtnɪŋ] *n* маланка

linen [ˈlɪnɪn] *adj* ільняны

lingua franca [ˌlɪŋgwə ˈfræŋkə] *n* мова зносін

loose [luːs] *adj* свабодны; прасторны; шырокі

M

make *v* рабіць, рыхтаваць

make a choice [tʃɔɪs] рабіць выбар

make a difference [ˈdɪfrəns] істотна мяняць (*звычайна да лепшага*)

make a fuss [fʌs] мітусіцца, ствараць ажыятаж (*вакол чаго-н.*)

make a list складаць спіс

make a mistake памыляцца, дапускаць памылку

make a plan складаць план

make a trip падарожнічаць

make a wish загадваць жаданне

make an announcement [əˈnaʊnsmənt] аб'яўляць

make an appointment [əˈpɔɪntmənt] назначаць сустрэчу

make an effort [ˈefət] рабіць намаганне; паспрабаваць

make friends пасябраваць (*з кім-н.*)

make noise [nɔɪz] шумець

make progress [ˈprəʊgres] рабіць поспехі

make sense [sens] мець сэнс

make-up [ˈmeɪkʌp] *n* макіяж

make up one's mind прымаць рашэнне

marine [məˈriːn] *adj* марскі

material [məˈtɪərɪəl] *n* матэрыял

means [miːnz] *n* сродак

Mediterranean [ˌmedɪtəˈreɪnɪən] *adj* міжземнаморскі

melt [melt] *v* раставаць

meteorologist [ˌmiːtɪəˈrɒlədʒɪst] *n* метэаролаг

miss (lessons) прапускаць (заняткі)

misunderstanding [ˌmɪsʌndəˈstændɪŋ] *n* непаразуменне

moderate [ˈmɒd(ə)rət] *adj* умераны

moist [mɔɪst] *adj* сыры; вільготны

moisture [ˈmɔɪstʃə] *n* вільготнасць, сырасць; вільгаць

moreover [ˌmɔːˈrəʊvə] *adv* акрамя таго

moustache [məˈstɑːʃ] *n* вусы

must [mʌst] *n* неабходная рэч

must [mʌst] *v* павінен

N

nasty [ˈnɑːstɪ] *adj* агідны

network [ˈnetwɜːk] *n* сетка

nevertheless [ˌnevəðəˈles] *adv* тым не менш, аднак, усё-такі

O

occur [əˈkɜː] *v* адбывацца, здарацца

opening times [ˈəʊp(ə)nɪŋˌtaɪmz] час работы (*музея, магазіна*)

option [ˈɒpʃ(ə)n] *n* варыянт, альтэрнатыва

outfit [ˈaʊtfɪt] *n* камплект адзення

overcast [ˈəʊvəkɑːst] *adj* зацягнуты воблакамі; змрочны, пахмурны

oversleep [ˌəʊvəˈsliːp] *v* прасыпаць

overweight [ˈəʊvəweɪt] *n* залішняя вага

P

pass an exam [ˈpɑːs ən ɪgˈzæm] здаць экзамен

passionate [ˈpæʃ(ə)nət] *adj* страсны, палкі

pattern [ˈpætən] *n* малюнак, узор на тканіне

peer [pɪə] *n* равеснік; чалавек, роўны паводле статусу

plain [pleɪn] *adj* аднатонны, без рысунка

pocket [ˈpɒkɪt] *n* кішэня

poison [ˈpɔɪz(ə)n] *n* яд, атрута

polar [ˈpəʊlə] *adj* палярны; полюсны

polka-dotted [ˈpɒlkəˌdɒtɪd] *adj* у гарошак

portable [ˈpɔːtəb(ə)l] *adj* перанасны, партатыўны

pour with rain [ˈpɔː wɪð ˈreɪn] ліць як з вядра (*пра дождж*)

precipitation [prɪˌsɪpɪˈteɪʃn] *n* выпадзенне ападкаў, ападкі

preservative [prɪˈzɜːvətɪv] *n* кансервант

pressure [ˈpreʃə] *n* ціск

pretty [ˈprɪtɪ] *adj* сімпатычны, мілавідны, прывабны (*звычайна пра жанчыну або дзіця*)

pretty [ˈprɪtɪ] *adv* дастаткова, досыць, у значнай ступені

Q

quality [ˈkwɒlətɪ] *n* якасць

quantity [ˈkwɒntɪtɪ] *n* колькасць

R

reach [riːtʃ] *v* дасягаць; даходзіць

receive [rɪˈsiːv] *v* атрымліваць

record [ˈrekɔːd] *n* рэкорд; уліковы запіс; [rɪˈkɔːd] *v* запісваць (*дыск*); рабіць запісы

recreation [ˌrekrɪˈeɪʃ(ə)n] *n* адпачынак; вяртанне здароўя

recreational [ˌrekrɪˈeɪʃ(ə)nl] *adj* забаўляльны, які адносіцца да забаўляльнай сферы

reliable [rɪˈlaɪəb(ə)l] *adj* надзейны

rely [rɪˈlaɪ] **on smb** *v* разлічваць на каго-н.

remote [rɪˈməʊt] *adj* далёкі, аддалены

replace [rɪˈpleɪs] *v* замяняць, замяшчаць; узнаўляць

research [rɪˈsɜːtʃ] *v* даследаваць, вывучаць; займацца даследаваннямі

response [rɪˈspɒns] **(to)** *n* рэакцыя, адказ (на)

responsibility [rɪˌspɒnsəˈbɪlətɪ] *n* адказнасць

right [raɪt] *n* права

S

scuba diving [ˈskuːbə ˌdaɪvɪŋ] *n* плаванне з аквалангам
secure [sɪˈkjʊə] *adj* бяспечны, надзейны
selfish [ˈselfɪʃ] *adj* эгаістычны
selfishness [ˈselfɪʃnɪs] *n* эгаізм
sentimental [ˌsentɪˈment(ə)l] *adj* сентыментальны, чуллівы
sewing [ˈsəʊɪŋ] *n* шыццё
shortage [ˈʃɔːtɪdʒ] **(of)** *n* дэфіцыт, недахоп (*чаго-н.*)
shower [ˈʃaʊə] *n* лівень, ліўневы дождж
silhouette [ˌsɪlʊˈet] *n* сілуэт
silk [sɪlk] *n*, *adj* шоўк; шаўковы
since [sɪns] *conj* таму што
sink *v* тануць (*пра караблі*); апускацца
sit an exam [sɪt ən ɪgˈzæm] здаваць экзамен
sleet [sliːt] *n* дождж са снегам
sleeve [sliːv] *n* рукаў
snowboarding [ˈsnəʊbɔːdɪŋ] *n* сноўборд (*від спорту*)
source [sɔːs] *n* крыніца
spiky [ˈspaɪkɪ] **hair** прычоска «вожык»
stick together [ˌstɪk təˈgeðə] *phr v* трымацца разам
storm [stɔːm] *n* бура, навальніца, ураган
study [ˈstʌdɪ] *v* вывучаць (*які-н. прадмет*)
subarctic [ˌsʌbˈɑːktɪk] *adj* перадпалярны, субарктычны (*пра рэгіён, клімат*)
successful [səkˈsesf(ə)l] *adj* паспяховы
suffer [ˈsʌfə] **from** *v* пакутаваць ад (*чаго-н.*)

T

take an exam здаваць экзамен
tasteful [ˈteɪs(t)f(ə)l] *adj* зроблены з густам
tasteless [ˈteɪs(t)ləs] *adj* безгустоўны, з дрэнным густам
teach *v* вучыць, навучаць
team up [ˌtiːm ˈʌp] *v* аб'ядноўвацца
technology [tekˈnɒlədʒɪ] *n* тэхналогія
thunder [ˈθʌndə] *n*, *v* гром; грукатаць, грымець
tornado [tɔːˈneɪdəʊ] *n* смерч, тарнада, шквал
tropical [ˈtrɒpɪk(ə)l] *adj* трапічны
trustworthy [ˈtrʌs(t)ˌwɜːðɪ] *adj* надзейны
tsunami [tsuːˈnɑːmɪ] *n* цунамі
tundra [ˈtʌndrə] *n* тундра

U

unhealthy [ʌnˈhelθɪ] *adj* нездаровы; шкодны, небяспечны

V

vapour [ˈveɪpə] *n*, *v* па́ра; выпарвацца
violence [ˈvaɪələns] *n* жорсткасць; насілле, гвалт
volcano [vɒlˈkeɪnəʊ] *n* вулкан

W

waste [weɪst] *n*, *v* страта, пустая трата; траціць марна

weather the storm [ˈweðə ðə ˈstɔːm] перачакаць; перазімаваць
what is more (i) што больш важна, (i) нават больш
wildfire [ˈwaɪldfaɪə] *n* прыродны пажар
wire [waɪə] *n* провад; тэлеграф
within reasonable limits [wɪðˈɪn ˈriːz(ə)nəb(ə)l ˈlɪmɪts] у разумных межах
wool [wʊl] *n* шэрсць
woolen [ˈwʊlən] *adj* шарсцяны́
worthwhile [ˈwɜːθˌwaɪl] *adj* варты, добры
wrap [ræp] *n*, *v* абгортка; загортваць, абгортваць

Y

yoga [ˈjəʊgə] *n* ёга

Z

zip [zɪp] *n*, *v* засцежка-маланка; засцягваць на маланку

Вучэбнае выданне

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Дзямчанка Наталля Валянцінаўна
Волкаў Андрэй Валер'евіч і інш.

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ўстаноў агульнай сярэдняй адукацыі
з беларускай мовай навучання

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Навучальны год	Імя і прозвішча вучня	Клас	Стан вучэбнага дапаможніка пры атрыманні	Адзнака вучню за карыстанне вучэбным дапаможнікам
20 /				
20 /				
20 /				
20 /				

Вучэбны дапаможнік выдадзены за кошт сродкаў дзяржаўнага бюджэту для фондаў бібліятэк па заказе Міністэрства адукацыі Рэспублікі Беларусь